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ABSTRACT

Supplement Number One to the "Annotated Bibliography--Educating the Disadvantaged Child" has been prepared for teachers and educators as a source of current information concerning the increasing problem of educating disadvantaged children. This supplement concentrates on the conditions which make up the environment of these children, the resulting attitudes, and their effects on learning, and includes materials available through September, 1969. Topics included in the bibliography are: administration and organization; child development; remedial reading; dropouts, guidance, and counseling; occupational education; parent community involvement; and, pupil evaluation and testing. The area of intergroup relations has been divided into three subtopics--history and culture, contemporary racial attitudes, and school related activities. An author index to this bibliography is appended. For the main bibliography (1968), see ED 030 682. (JW)

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ANNOTATED BIBLIOGRAPHY

EDUCATING THE DISADVANTAGED CHILD

SUPPLEMENT NUMBER ONE

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Division of Education for the
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FOREWORD

Supplement Number One of the Annotated Bibliography - Educating the Disadvantaged Child has been prepared for teachers and educators as a source of current information concerning the increasing problem of educating children of deprived backgrounds. The format generally follows that of the original edition. However, its focus is slightly different. It concentrates on an understanding of those conditions which make up the environment of the disadvantaged, the resulting attitudes, and their effects on learning.

The great increase of recent publications in the area of intergroup relations has resulted in an enlargement of this category and its division into three subtopics, History and Culture, Contemporary Racial Attitudes, and School Related Activities. Certain other of the original categories contain fewer entries. The reader should refer to the 1968 edition for a more complete listing in these areas.

An author index not found in the original publication has been appended to this supplement in order to make it a more useful reference tool and to enable the reader to locate the works of specific authors.

The supplementary edition of the annotated bibliography includes source materials available through September 1969. It was compiled and written by consultants to the New York State Title I, ESEA Office, Lynda Regan and Barbara White, under the supervision of John L. House, now of the Urban Education Office, and Donald E. White of the Division of Education for the Disadvantaged, and under the direction of Irving Ratchick, Assistant Commissioner of Education.

PHILIP B. LANGWORTHY
Deputy Commissioner for Elementary,
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ADMINISTRATION AND ORGANIZATION

Administration and Organization includes operational techniques and procedures in schools, personnel, physical facilities, and school politics.

1. American Association of School Administrators. School Racial Policy. Washington, D.C.: 1966.
   This pamphlet provides guidelines for policies and practices to be used by schools in those communities in which race and color are problems of major educational significance. Its publishers regard it as complementary to the Educational Policies Commission's study, American Education and the Search for Equal Opportunity.

2. Bowman, Garda W., and Gordon J. Klopf. New Careers and Rules in the American School. Bank Street College of Education.
   The present educational system is undergoing changes because of several forces - the needs versus the availability of personnel, new educational concepts, the special learning needs of today's young people, the need of the underprivileged for upward mobility on the job, and finally, new legislative projects. The concern of this book is primarily the use, purpose, and results of the employment of auxiliary personnel in education, using the concept of the career ladder for much needed employment advancement.

3. Campbell, Roald F., Lucy Ann Marx and Raphael O. Nystrand. Education and Urban Renaissance. New York: John Wiley & Sons, Inc., 1969.
   This book is a compilation of the speeches, discussions, and arguments heard at the National Conference on the Educational Dimension of the Model Cities Program. The participants have expressed what they feel to be the characteristics of an ideal urban school; a school that can effectively counteract the forces of poverty and racial discrimination. The papers and speeches are presented in separate sections and then summarized for the reader in the last chapter.

4. Educational Facilities Laboratories. The Schoolhouse in the City. New York: 1966.
   Educational Facilities Laboratories was established by the Ford Foundation in 1958 to help schools and colleges solve their physical problems by encouraging research, experimentation, and the dissemination of knowledge regarding educational facilities. This report provides a description and an accounting of EFL's projects, a list of its grants, its self-administered projects, and its publications. This booklet limits itself to the physical facilities of education in the city.

5. Gittell, Marilyn. Six Urban School Districts - A Comparative Study of Institutional Response. New York: Frederick A. Praeger. 1968.

   This study is a comparative analysis of six large city school systems. It explores the administrative and fiscal operations of Baltimore, Chicago, Detroit, New York, Philadelphia, and St. Louis school systems in order to identify the conditioning role of fiscal status and to develop a design for further research. The ability of a school system to respond to changing needs is measured by its outputs of innovation and flexibility.

6. Herriott, Robert E., and Nancy Hoyt St. John. Social Class and the Urban School. The Impact of Pupil Background on Teachers and Principals. New York: John Wiley & Sons, Inc., 1966.

   This study approaches the various aspects of the complex urban school from a little different angle than most other studies. Rather than studying individuals, this book deals with educational variables associated with socioeconomic status of organizations; i.e., composition of student bodies; and with key adult personnel who influence students either positively or negatively. Social scientists, educators and particularly those involved with implementing school policy will find this book valuable.

7. Reiss, Albert J., Jr. Schools in a Changing Society. New York: The Free Press, 1965.

   The problems that schools encounter in our changing society are discussed in this compilation of papers presented at a conference held at the University of Michigan in 1964 and sponsored by the Office of Juvenile Delinquency and Youth Development, Welfare Administration, U.S. Department of Health, Education and Welfare. The focus is on how administrators and policy makers relate to the administrative organization. The kind of research necessary to formulate enlightened policy with regard to present educational problems was also considered.

8. Rhode Island State Department of Education. Auxiliary School Personnel: Their Employment and Utilization. Providence, Rhode Island, 1969.

   Designed to outline the policy of using auxiliary school personnel, this pamphlet may also be used as a resource document. With the increasingly complex load that the teacher carries, the employment of aides and assistants for the teacher is increasing. However, wise use of these aides is essential in order that they accomplish what is intended. This bulletin outlines how, why, and where to use these uncertified individuals in their task; and the concept of the "career ladder" is discussed.

9. Rogers, David. 110 Livingston Street: Politics and Bureaucracy in the New York City School System. New York: Random House, 1968.

This account of why desegregation failed in New York City is a study of school politics. It describes the politics involved in the desegregation issue mentioning the role of the board, civil rights organizations, white liberals and moderates. Four chapters elaborate on the functioning of the board and bureaucracy in their relations with the public. The board seems to respond only to political pressures. In concluding, the author, an advocate of decentralization, describes proposals for reform of big-city schools.

CHILD DEVELOPMENT

Child Development is divided into three subheads. Behavior and Mental Health deals with the physical action of the child as well as his emotional processes. This includes the discipline problems of the difficult and troubled child. Motivation and Self-Concept contains materials which involve the disadvantaged person's idea of himself and how this affects his learning. The need for early training of preschool age disadvantaged children and the subjects taught them are discussed in the listings under Preschool Programs.

A. Behavior and Mental Health.

1. Bany, Mary A., and Lois V. Johnson. Classroom Group Behavior. Group Dynamics in Education. New York: The Macmillan Company, 1964.

   The authors do not attempt to discredit the value of individual and student interaction, but they point out the need for increased understanding of group dynamics as an aid to solving difficult class behavior problems. With examples and reports of actual experiences, this book describes for the teacher various situations involving problem behavior and their solution.

2. Day, Sherman Ross. The Effects of Activity Group Counseling on Selected Behavior Characteristics of Culturally Disadvantaged Negro Boys. Athens, Georgia: University of Georgia, 1967.

   This interesting report deals with three important problems of urban and rural slum schools: intellectual measurement, classroom behavior, and peer acceptance of disadvantaged Negro boys with behavior problems. These problems are relevant because of the fact that much valuable teaching time is lost in discipline, with the result that slum schools very often fail to educate these disadvantaged Negro youths. After studying the drawbacks presently encountered by counselors dealing with problem students, the author seeks to introduce to the reader his "activity techniques" which may enable counselors to "reach" students at the students' own level. The emphasis in the activity is put on action, rather than on the more traditional talk-techniques.

3. Deutsch, Martin P. *Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievements*, Monograph No. 2. Ithaca, New York: Society for Applied Anthropology, 1960.

   An investigation of special problems in minority group education and social behavioral factors as they relate to self-perception, frustration, tolerance, group membership and the rate of learning.

4. Farley, Richard. *Secondary Modern Discipline with Special Reference to the "Difficult" Adolescent in Socially Depressed Industrial Areas*. London: A & C Black, 1960.

   The book is not intended to be a ready guide for teachers, both new and experienced, but is instead an analysis of the problem of adolescent control and its possible solutions. The book was written because students attending schools in depressed areas present special problems.

5. Kirk, Samuel. *Educating Exceptional Children*. Boston, Massachusetts: Houghton Mifflin Company, 1962.

   Designed as a text, this book is meant for use as an introductory course in educating exceptional children. The characteristics of exceptional children are described in physical, psychological, and sociological terms. The educational modifications necessary in teaching these children are reviewed. Although the field of exceptional children is extensive, the book is comprehensive and includes an entire section on lower-class children.

6. Roucek, Joseph S. *The Difficult Child*. New York: Philosophical Library, 1964.

   Experienced specialists in the field survey the outstanding problems of the difficult child. Each chapter covers a different problem. Among them are: the creative child, the inattentive child, the poor reader, the slow learner, the pampered child, the juvenile delinquent, etc. Footnotes and a selected bibliography at the end of each chapter allow the reader to seek further information.

7. Toby, Jackson, and Marcia L. Toby. *Low School Status as a Predisposing Factor in Subcultural Delinquency*. Research Project of the United States Office of Education and Rutgers State University, New Brunswick, New Jersey: Rutgers University. 1963.

   This study researched the question of whether school failure was the major factor in producing delinquent behavior, or whether the already developed delinquent behavior prevented academic success. The hypothesis of the study was that low status in school predisposed students toward delinquency. It attempted to determine what type of status in school was most apt to lead to delinquent behavior. The study concentrated especially on the school as the influencing factor and did not include the family background in the student's image of himself.

8. Wattenberg, William W., Ed. Social Deviancy Among Youth. Chicago, Illinois: National Society for the Study of Education, 1966.

   This book was written by a number of notable individuals who deal with the education of the disadvantaged. They see the major factors contributing to delinquency as being impoverished family background and poor education which surround many of these delinquent young people. The book explains this background of deviancy; discusses the difference between male and female delinquency; describes school-community, work-experience, and rehabilitation programs for the deviants; and finally discusses preventive and corrective measures to be taken by schools through the training of educational specialists to work with these young people.

9. Wight, Russell B. Our Troubled Children - Our Community's Challenge. Proceedings of a Symposium sponsored by Edwin Gould Foundation for Children. New York: Edwin Gould Foundation for Children, 1966.

   Sponsored by the Edwin Gould Foundation for Children, this conference presents a searching view of the problems that contribute to the neglect, deprivation, and dependency of children in New York City. After reviewing the problems, the symposium attempts to examine remedies and to provide guidelines for action in order to make life better for these children.

B. Motivation and Self-Concept.

1. Backman, Carl W., and Paul F. Secord. A Social Psychological View of Education. New York: Harcourt, Brace and World, 1968.

   The book presents material that enables the teacher to understand that disadvantaged children generally lack the family life, social patterns, and motivation that have a measurable effect on intelligence. The findings are from a collection of research studies and journals that is presented in interesting and readable form. Also included at the end of each chapter are "Implications for the Classroom" that can help the teacher apply the reading material directly to classroom use.

2. Bivens, Lyle W. Self-Direction in Programmed Instruction: Effects on Learning in Low-Ability Students. Washington, D.C. U.S. Department of Health, Education, and Welfare, Office of Education, 1963.

   This is a report on an experiment in which the effects of self-direction and self-evaluation on learning mathematics is assessed. The method used and the results of the experiment are outlined, followed by a table and a discussion of the results. Questionnaires and responses and criteria tests are appended.

3. Cramer, Richard H. Social Factors in Educational Achievement and Aspirations Among Negro Adolescents. Cooperative Research Project No. 1168. Vols. I,II. Washington, D.C. U.S. Department of Health, Education, and Welfare, 1966.

   These two volumes are the findings of a research project. Vol. I: Demographic Study correlates census type measures with educational performance and motivation among Southern adolescents. Vol. II: Survey Study looks at the problem of educational deficiencies and aspirations especially among Southern Negro youths. Extensive tables in both volumes illustrate the findings.

4. Crovetto, Lorraine, AnnaMarie Fischer, and Julianna L. Boudreaux. How He Sees Himself. New Orleans, Louisiana: State Department of Education, Division of Instruction and Division of Pupil Personnel, 1968.

   The early years are those most important in the child's learning capacity. For the disadvantaged child, these years of little stimulation retard the growth of his self-image and cause him to enter school with less knowledge and experience than children of the higher socioeconomic classes. To combat these deficits, preschool programs have been initiated. In this pamphlet are included evaluations of the effects of a previous study "The PreSchool Child and His Self-Image," and the follow-up study, "How He Sees Himself." The follow-up study is printed in its entirety. Also included are guides for the improvement of the self-concept and of language development, plus a list of references.

5. Henton, Comradge L., and Edward E. Johnson. The Relationship Between Self-Concepts of Negro Elementary-School Children and Their Academic Achievement, Intelligence, Interests, and Manifest Anxiety. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1965.

   This study views the Negro child as having problems different from other racial groups because of the way he views his self-image. The way a person sees himself is one of the most significant factors in determining the type of person he will become. The study relates the self-concepts of fourth and sixth grade white and Negro children of both sexes to each other, and discusses this relationship with intelligence and anxiety level. All tables and statistics used in the study are included.

6. Negro Self-Concept. The Relationship of Education to Self-Concept in Negro Children and Youth, Tufts University. New York: McGraw-Hill Book Company, 1963.

   This book, the report on a conference concerning the self-concept of the disadvantaged, assumes that the environment of disadvantaged youth tends to result in defeated behavior as far as citizenship and academics are concerned, and that schools can enhance the self-concept of these students while at the same time improving their academic and citizenship performance.

7. Nordstrom, Carl. Influence of Ressentiment on Student Experience in Secondary School. Brooklyn, New York: Brooklyn College, 1965.

   The purpose of this study is to assess the influence of Ressentiment on secondary schools and their students. Ressentiment in students can be defined as the "denial or replacement of 'vital values' by a defensive and cautionary posture that meets environmental challenges in a distinctive spirit of disguised rancor and distrust." Pupils and teachers of nine participating secondary schools answered questions which were calculated to test the idea that "Ressentiment is an ingredient in the institutional press of high schools and that as such it promotes a social climate in which young people are distracted from the active development of a vigorous, expressive, personal style." Teachers ought to find both the questionnaires and their results quite interesting and informative.

8. Nordstrom, Carl. Society's Children: A Study of Ressentiment in the Secondary School. New York: Random House, 1967.

   The reader will profit from this penetrating analysis which seeks to determine whether there might be an unrecognized process by which schools actually affect students in such a way as to stifle enthusiasm and discourage the development of individuality. Data compiled from questioning at nine high schools is used to illuminate the author's findings. This book is highly recommended, especially for educators on the secondary level.

9. Roberts, Joan I. School Children in the Urban Slum. New York: The Free Press, 1967.

The book, a collection of essays and articles, provides information on the important educational difficulties of the day and on the related problems of self-concept and motivation that are characteristic of low socioeconomic and subculture groups. The book is written and explained in terms of the sociologists', anthropologists', and psychologists' points of view.

10. Watson, Goodwin. No Room at the Bottom. Automation and the Reluctant Reader. Washington, D.C.: National Education Association, 1963.

Automation has increased the need for educated people with adaptable skills and has also displaced many persons with outmoded skills and inadequate education. Consequently, there is "no room at the bottom." This symposium discusses ways to make a place for "reluctant learners" in a world of technology and the relationship between motivation and such educational problems as dropouts and vocational retraining.

C. Preschool Programs.

1. Bereiter, Carl. Teaching Disadvantaged Children in the Preschool. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

   Teaching methods and curricula developed by the author are set forth in this book. These methods have been shown to remove many major deficiencies in learning that are characteristic of disadvantaged children. The book is a useful guide to accomplishing the objectives of compensatory education.

2. Frost, Joe L. Early Childhood Education Rediscovered. Readings. New York: Holt, Rinehart, and Winston, Inc., 1968.

   The book presents a wide variety of material on the subject of the teaching-learning process for disadvantaged children and its subsequent importance in the development of intelligence. New and imaginative curricula are being developed, many of them quite radical. The need for preschools and subjects to be taught in them are discussed. Also the Montessori approach, Piaget's controversial studies, and results of the new Head Start program are discussed. The book aims to keep the reader abreast of the changing ideas of modern educators.

3. Orem, R.C. Montessori for the Disadvantaged. New York: The Free Press, 1967.

   A collection of selected readings by well-known experts on various problems dealing with educating the disadvantaged. This book gives an overview of current thinking, theory, and research on the subject.

4. Smilansky, Sara. The Effects of Sociodramatic Play on Disadvantaged Preschool Children. New York: John Wiley & Sons, Inc., 1968.

   It is frequently noticed that the disadvantaged show discontinuity of thought and that their knowledge is not integrated because they lack the ability to form meaningful relationships. The author felt that, because sociodramatic play enables the child to draw his thoughts and experiences together in role playing, it could be used for the intellectual improvement of underprivileged children. The book describes the development of this ability for play and the later use of this play for intellectual development. The study used children from Middle Eastern and North African countries, but the findings are relevant for all those interested in the disadvantaged.

5. University of the State of New York. Prekindergarten Education. Position Paper No. 2. Albany, New York: The State Education Department, 1967.

Intended as a statement of policy, this paper was written as an aid to planning future education in New York State. These prekindergarten programs have come about because of increasing awareness that physical, mental, and emotional development may take a crucial turn in the first four or five years of life, and for the deprived child especially, schooling should begin in these early years. Included in this publication are an analysis of the problem, programs developed at the present time, and a schedule for their implementation.

DEVELOPMENTAL AND REMEDIAL READING

Under the topic of developmental and remedial reading are found materials dealing with vocabulary development, increasing reading efficiency and accuracy, and the correction of faulty reading habits.

1. Ashton-Warner, Sylvia. *Teacher*. New York: Simon and Schuster, 1963.
   The personal experiences, practices, and insights into the teaching-learning situation of the author when she developed the "organic Method" for teaching reading are presented here. Although her experiences deal with a mixed class of English and Maori children in New Zealand, they are valuable for teachers looking for direction in working with the disadvantaged.

2. Baratz, Joan C. "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children," *Elementary English*, February, 1969.
   The continued failure of reading programs for ghetto children and the reasons behind it are discussed in this article. The author's solution to the problem is extreme, but to many it makes sense. A bibliography of related reading is attached.

3. Harris, Albert J., and Blanche L. Serwer. *Comparison of Reading Approaches in First-Grade Teaching with Disadvantaged Children. The CRAFT Project*. New York: City University of New York, 1966.
   This detailed study seeks to determine which of two basic methods is most effective for the teaching of reading among disadvantaged children. This publication is a progress report on the first year of a three-year project. All procedures, equipment, charts and tables, and discussion are included.

4. McLeod, Pierce H. *The Undeveloped Learner. A Developmental-Corrective Reading Program for Classroom Teachers*. Springfield, Illinois: Charles C. Thomas, 1968.
   This book describes a newly developed program. Included are the steps to help establish a successful developmental corrective reading program for the undeveloped learner.

5. Rider, Gerald S., and Gilbert Martinez. "Title I and Remedial Reading for Disadvantaged Students." *California Journal of Educational Research*, January 1969.

   Special reading projects for disadvantaged students have increased greatly with the stimulus of Title I of the Elementary and Secondary Education Act of 1965. A special study was conducted by the Division of Compensatory Education of the U.S. Office of Education to identify and analyze the elements of the most promising instructional and organizational systems used in teaching remedial reading to disadvantaged students in grades 1-12. This article discusses the study and lists the major findings of the study.

6. Strohecker, Edwin C. *If They Read*. A Report of the Workshop in the Reading Problems of the Culturally Disadvantaged Child, July 12 to 23, 1965. Louisville, Kentucky: Catherine Spalding College, Department of Library Science, 1966.

   Each article in this study is of value to a teacher or a librarian dealing with the reading problems of the culturally disadvantaged. Included are the study of reading attitudes and skills essential to functional literacy, reading tests, reading devices and materials, and reading guidance. Especially of value to a teacher is a list of useful library materials.

7. Whipple, Gertrude. *Reading for Children Without - Our Disadvantaged Youth*. Newark, Delaware: International Reading Association, 1966.

   A brief pamphlet compiled for the use of teachers and schools who wish to improve their present programs for the culturally disadvantaged. There are ample suggestions on methods and materials for grades 1-12 which have been developed for pupils who are unresponsive to reading instruction.

DROPOUTS

The extent to which students fail to complete the school program, the causes for dropping out, and programs for preventing students leaving school are covered in this section.

1. Benowitz, Gilbert. "A Summer School Program for Potential Dropouts." Illinois Schools Journal 48. Summer, 1968.
   This short article discusses Project BOAST (financed under the Elementary and Secondary Education Act.) The project provided potential dropouts with special facilities and training to try to increase motivation and stimulate interest. Medical and dental facilities were also provided. The increase in enthusiasm and actual achievement were found to be quite encouraging. The various programs are described in this article.

2. Gowan, John Curtis, and George D. Demes, Eds. The Disadvantaged and Potential Dropout Compensatory Educational Programs, A Book of Readings. Springfield, Illinois: Charles C. Thomas, 1966.
   The compilers of this collection have made an effort to disseminate new ideas in curriculum and guidance to help disadvantaged children become worthy members of society and prevent them from becoming dropouts. Its purpose is to present new ways of attacking the problem. Prominent writers such as Reissman, Kvaraceus, and Passow as well as comparatively unknown educators are included. At the end of each chapter is an annotated bibliography of references. These bibliographic citations plus additional references have been placed together at the end of the volume. The book is valuable for this extensive bibliography alone. An author index is also included.

3. Greene, Bert I. Preventing Student Dropouts. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.
   This book examines the dropout problems and offers possible solutions. Chapters are devoted to the role of the administrator, the guidance counselor, and working with parents. Curriculum problems and modifications are discussed extensively. A bibliography of selected references is included.

4. National Education Association of the United States. Dropout Studies Design and Conduct. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1965.
   This project was initiated so that reliable and pertinent information on the dropout problem could be gathered and then published for easy use. The dropout studies can serve as a reliable tool for guidance. The project is of interest to agencies, government officials, and schools. The project has also published three books: The School Dropout, Guidance and the School Dropout, and Holding Power: Large City School Systems.

5. School Dropout Problem in Major Cities of New York State, The. Buffalo, Part I, 1963. Rochester, Part I, 1962. Syracuse, Part I, 1963. Albany, New York: New York State Division for Youth.
   The Division for Youth in cooperation with other state and local agencies is conducting intensive research into the problem of the school dropout. The information from these studies will make it possible to arrive at an effective program of preventive and constructive assistance to the youth who leave school before graduation. These are reports of its findings.

6. Schreiber, Daniel. Profile of the School Dropout. New York: Random House, 1967.
   Daniel Schreiber, himself an expert, has compiled a book of articles by authorities on the problem of the school dropout. The problem is examined thoroughly, taking in factors that are social and historical as well as economical. Today's schools are examined critically in the light of the dropout problem, and existing and future programs for potential dropouts are discussed. An entire section is devoted to guidance.

7. Schreiber, Daniel. Realistic Programs for Potential School Dropouts. National Education Association, 1965.
   A discussion of the dropout problem, statistical background of the dropout, and steps to be taken by the school to prevent dropouts.

8. Strom, Robert D. The Tragic Migration. National Education Association, 1964.
   The pamphlet provides valuable information for practical planning and can be used to initiate needed discussion and bring enlightenment to the tragic problem of school dropouts. Included are sections on the influence of the family for insuring pupil readiness in school and the role of the school and the home economist in alleviating the problem.

9. Weary, Bertha. *School Dropout: Selected and Annotated References*. Washington, D.C.: U. S. Department of Health, Education, and Welfare, 1962.

   This list is intended for use by teachers, counselors, and educators to provide better understanding of the school dropout problem. Included are items that have appeared in educational and professional publications. All educational levels are represented in the pamphlet.

10. Zeller, Robert H. *Lowering the Odds on Student Dropouts*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

   The author first refutes four myths about the dropout that have persisted over time. Feeling that proper teacher attitude is essential in dealing with these students, he has included tests that measure the teacher's knowledge and feeling about the dropout. The main body of the pamphlet is devoted to a description of programs now in operation that deal with various aspects of the new problem. A selected bibliography is included for further reference.

GENERAL REFERENCE

General Reference as used in this bibliography refers to comprehensive works on educating the disadvantaged, in particular, collections of readings. It also includes miscellaneous subjects which do not fall under the specific topics listed elsewhere in the publication.

1. Anderson, Earnest V. Education and Acculturation in Modern Urban Society. Detroit, Michigan: University of Detroit Press, 1965.
   Consisting of lectures given at the University of Detroit, this book's main theme is that education must change in order to provide a purpose for everyone in society. Speaking out against the apathy that refuses to allow those who can't get ahead because of their origin or environment, the book has a fair amount of religious overtone, specifically concerning Catholic education.

2. Bailey, Stephen K., and Edith K. Mosher. E.S.E.A.: The Office of Education Administers a Law. Syracuse, New York: Syracuse University Press, 1968.
   The Elementary and Secondary Education Act of 1965 (ESEA) is one of the most significant pieces of legislation developed by the United States Office of Education (USOE). This book studies the political processes involved in the development and administration of this law. It analyzes in depth the causes and development of ESEA while examining its implications for American education and for the American federal system in general. The text of ESEA is appended along with ESEA guidelines and regulations and organization charts of USOE before and after reorganization. An index, glossary, and bibliography add to the volume's usefulness.

3. Deutsch, Martin. The Disadvantaged Child: Selected Papers of Martin Deutsch and Associates. New York: Basic Books, 1967.
   The selected papers in this collection are divided into three parts: "The Social Environment for Learning," "Cognitive and Language Factors in the Education of the Disadvantaged Child," and "Aspects of Race and Social Class in the Education and Integration of the Disadvantaged Child." The authors report on research aimed at determining the specific areas in which disadvantaged children are deficient. A "Deprivation Index" is one of the results. It consists of six factors: housing dilapidation, the educational aspirational level of the parent for the child, the number of children under 18 in the home, dinner conversation, the number of cultural experiences, and the attendance of the child in kindergarten. This book should be of interest to all American educators concerned with creating better schools and a better society.

4. Education of the Deprived and Segregated. Seminar on Education for Culturally Different Youth: Cooperative Research Project No. G-021, Dedham, Massachusetts. New York: Bank Street College of Education, 1963.
   This conference was planned to stimulate thought on the problem of educating deprived and segregated children. This report summarizes the deliberations of the seminar and its working groups and describes some of its conclusions. A section of pertinent statistics compiled for the participants is incorporated.

5. "Equal Educational Opportunity." Harvard Educational Review, A Special Issue. 38. Winter, 1968.
   Included in this issue are the views of fifteen distinguished authorities on equal educational opportunity. Though they each approach the problem from a different angle, they all have in common the concern for the American society that has not allowed a large proportion of its citizens the rights and privileges to which they are entitled. All agree that educational change must come about if all citizens are to enjoy equal opportunities for learning.

6. Equal Educational Opportunity. Harvard Educational Review. Cambridge, Massachusetts: Harvard University Press, 1969.
   Prepared by the editors of the Harvard Educational Review this volume is an expansion of its Winter 1968 special issue. It examines the American concept of "equal educational opportunity" in the light of social science research, especially the Coleman Report. In the first article, James Coleman defines "The Concept of Equality of Educational Opportunity." In this volume, too, four noted scholars analyze the findings of the Coleman Report in light of other research in this field. Also discussed are policy issues and ways of implementing equal educational opportunity. Appended are "A Brief Summary of the Coleman Report" and "Notes on Contributors." The volume includes an index.

7. Frieden, Bernard J. The Future of Old Neighborhoods. Cambridge, Massachusetts: The M.I.T. Press, 1964.
   Because low income housing is still a definite need in the urban areas, large-scale clearing away of these neighborhoods is socially and economically unsound. This book, of special interest to public officials, citizens concerned with housing and urban renewal, urban sociologists, and economists, proposes gradual but continual rebuilding of the old areas by replacing only surplus houses and those already abandoned. Included in the book are studies of New York, Los Angeles, and Hartford.

8. Gittell, Marilyn. Educating an Urban Population. Beverly Hills, California: Sage Publications, Inc., 1967.
This compilation of articles is a study of how educational policy is made and how educational institutions adapt to changes in the community. Part I "Demands on School Policy" is a group of articles concerned with the pressures which have grown on the educational system in recent years. Some issues discussed are school desegregation and fiscal independence. Part II "Decision-making in the Urban School Systems" is a series of case studies in several areas of school policy making. The roles of the Negro community and teachers' unions in school policy are among those issues analyzed. Part III "Solutions and Goals" is concerned with achieving the needed social, political, economic, and educational changes.

9. Hunter College. Urban Education: An Annotated Bibliography. New York: 1965.
A bibliography of books and articles prepared for those who have a special interest in contemporary problems in urban education. It is part of the work of Project TRUE at Hunter College. This project is concerned with teacher resources for urban education and aims to develop appropriate methods and materials of instruction for the preservice and inservice education of teachers in depressed urban areas.

10. Kozol, Jonathan. "Halls of Darkness: In the Ghetto Schools." Harvard Educational Review. 37. Summer, 1967.
This disturbing article describes the author's experiences as a fourth grade teacher in the ghetto schools of a large American city. He describes the atmosphere of the school and the actions and reactions of the faculty to the students. While it attacks education's role in the ghetto, in its way it offers many solutions to the problems of education in ghetto areas.

11. Krumboltz, J.D., Ed. Learning and the Educational Process. Chicago, Illinois: Rand McNally and Company, 1965.
A book of ten papers prepared by an outstanding group of researchers in education, psychology, sociology, and language, designed to stimulate interest in research approaches to educational problems. Of value to educators who wish to apply research on learning problems to educational practice.

12. Miller, Harry L., Ed. Education for the Disadvantaged. New York: The Free Press, 1967.
A collection of selected readings by well-known experts on various problems dealing with educating the disadvantaged. This book gives an overview of current thinking, theory, and research on the subject.

13. National Scholarship Service and Fund for Negro Students. Annual Report. 1968-69. New York: National Scholarship Service and Fund for Negro Students.
Each report describes the progress of activities with the educationally disadvantaged and also discusses prospects of activities and programs for the forthcoming year. The pamphlets are not expressly for Negroes, but for all who are deprived of equal education, without regard to race. Relevant statistics and an auditor's report are also included in each issue.

14. Problems and Issues in Contemporary Education. Anthology from the Harvard Educational Review and the Teachers College Record. Glenview, Illinois: Scott, Foresman and Company, 1968.
Current and unsolved problems involving education today are the issues presented in this collection of articles. An important aspect of the book is that it attempts to answer the "how" question of many problems that need solving. How curricula can be made more satisfactory for all students, how good teaching methods can be evaluated, how the social environment can be changed to help the disadvantaged - these and other questions are dealt with by the various contributing authors.

15. Reich, Jerome. "The Kerner Report - Its Implications for Educators." Illinois Schools Journal. 49. Spring, 1969.
Every educator should be familiar with the Report of the National Advisory Commission on Civil Disorders. This article briefly summarizes it and lists the recommendations made by the Presidential Commission.

16. Selected ERIC Bibliography on Precollege Preparation of Students from Disadvantaged Backgrounds. ERIC-IRCD Urban Disadvantaged Series No. 7, May, 1969. New York: ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University, 1969.
This annotated bibliography lists documents relating to precollege preparation of disadvantaged students which have been submitted to the ERIC system and have appeared in the ERIC monthly journal Research in Education. The selected documents date from 1965 through April, 1969.

17. Strom, Robert D. The Inner City Classroom: Teacher Behaviors. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.
Because of the rapid changes that must come to the inner city school, this book was written. It concentrates on some of the practices that must be modified to improve the quality of education. Among the topics discussed are: the overcoming of value differences between teacher and student, the problem of initiating creative behavior, the necessity of the pupil's positive self-concept, erasing teacher prejudice, the questions of motivation and discipline, and the importance of "reaching" the parents.

18. United States Library of Congress. *A Guide to the Study of the United States of America*. Washington, D.C.: U. S. Government Printing Office.
    This is a collection of books which all reflect the development of American life and thought. Included are sections relevant to today's racial problems and their understanding--minorities, the Civil War, slavery, and Negroes.

19. University of the State of New York. *Advisory Bulletins on Adult Basic Education*. The State Education Department, Division of Continuing Education, Bureau of Basic Education.
    These bulletins, published regularly by the Bureau of Basic Continuing Education, are intended for coordinators and directors of Adult Basic Education, district superintendents, and principals as a framework for planning and structuring the instructional programs of adult basic education classes.

20. University of the State of New York. *Conference on Library Participation in Anti-Poverty Programs - Proceedings: Thayer Hotel, West Point, New York - February* 7-9, 1966. Albany, New York: The State Education Department, 1966.
    This conference emphasizing the role of the public library was aimed at gaining a better understanding of the anti-poverty programs of various agencies in hopes of bringing about a greater degree of cooperation. Extremely useful is the appendix containing annotated lists of films and books.

21. University of the State of New York. *Educating Migrant Children*. Albany, New York: The State Education Department Bureau of Elementary Curriculum Development, 1968.
    Designed to assist in providing for the unique educational needs of migrant children, this handbook suggests programs and includes plans for summer schools.

22. University of the State of New York. *The Education of Disadvantaged Children - A Survey of the Literature.* Albany, New York: The State Education Department, Bureau of School and Cultural Research, 1967.
    This pamphlet indicates subject areas where research is needed for improving the education of the disadvantaged. Subjects discussed are intellectual functioning, language development, and educational evaluation.

23. University of the State of New York. Selected References for Those Interested in the Education of Culturally and Educationally Disadvantaged Pupils. Albany, New York: The State Education Department, Division of Pupil Personnel Services, 1967.
The materials chosen for this selective list of books, pamphlets, reports, films, and filmstrips useful to educators of the disadvantaged are only those readily available in school or college libraries. This list provides information in the area of history of the problem, experiences of educators, and practical approaches to the solution of the problems of educating the disadvantaged.

24. University of the State of New York. The Urban Education Crisis: Some Fiscal Considerations. Albany, New York: The State Education Department, Bureau of Educational Finance Research, 1968.
This report is concerned with urban problems and a search for a fiscal design which will meet these problems. It provides a background of material closely related to the Regents Legislative Program for 1968. Several recommendations for financial aid are made.

25. Urban Education. Buffalo, New York: University of Buffalo Foundation, Inc.
This magazine, published quarterly, enables the reader to keep abreast of current issues dealing with urban education. Regular features of the magazine are editorials, book reviews, and problems specifically concerning the disadvantaged.

26. Urban Review. New York: Center for Urban Education, 1969.
This magazine, whose purpose is to present problems in urban education, is published bimonthly during the school year. In it are interesting articles, including criticisms and evaluations of what is going on in education. A good magazine for keeping abreast of current issues.

27. The Urban School Crisis: An Anthology of Essays. New York: League for Industrial Democracy, 1966.
Interesting and informative, this short pamphlet seeks not to answer the pressing problems of urban education for the disadvantaged, but rather to raise questions which, when understood, can then be starting points for action. In the introduction, "crash programs" of the past are denounced, and a look at what the inequality of education is doing to our society and the people that compose it is presented. The pamphlet was published with the hope that it would stimulate its readers to thought and subsequent action.

28. Usdan, Michael D. Research Seminar on Racial and Other Issues Affecting School Administration in the Great Cities of America. Evanston, Illinois: Northwestern University Press, 1966.

The main objective of this seminar was the pinpointing of major problem areas for further research. These areas were discussed so that increasingly better education can be made available to today's young people. The racial issue and the problem of the urban ghetto school were among the most important topics under discussion. The speeches made by the participants and the research implications are included here.

29. Webster, Staten W., Ed. The Disadvantaged Learner: Knowing, Understanding, Educating. San Francisco, California: Chandler Publishing Company, 1966.

This collection of articles is an effort to understand the feelings, behaviors, and motivations of socially disadvantaged groups. It is divided into three parts: Part I, "Knowing the Disadvantaged;" Part II, "Understanding the Educational Problems of the Disadvantaged Learner," which brings out the problems associated with teaching the disadvantaged student; and Part III, "Educating the Disadvantaged Learner," which presents effective approaches used by educators in teaching disadvantaged students. Each part is followed by a list of recommended readings. An index is included. The work is also available in three paperbound volumes, each volume equivalent to one part of the single volume edition.

GUIDANCE AND COUNSELING

Ways of helping individuals to discover their needs and goals, especially means to promote such awareness among minorities, the disadvantaged and underachievers are contained in these listings. A more extensive list is found on page 73 of the 1968 edition of Annotated Bibliography - Educating the Disadvantaged Child.

1. Amos, William E., and Jean Dresden Crambs. Counselling the Disadvantaged Youth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

   Because there has been disagreement in the past about the role of the counselor and the amount of training needed to work with the disadvantaged, this book was written. It presents practical and theoretical information and answers especially for those counseling the disadvantaged. The various contributing authors discuss the special needs of those handicapped by poverty and ignorance and describe new programs and approaches that may help to alleviate the problem. Included in the appendices are sources of occupational information, cases for discussion, a selected bibliography, and the defined roles of the counselor.

2. California State Department of Education. Strengthening Counseling Services for Disadvantaged Youth. Sacramento, California: 1966.

   Guidance and counseling services are at the core of the assistance necessary for disadvantaged children who are unprepared for the educational process. In order to strengthen its counselling services for disadvantaged youth, the California State Department of Education sponsored a series of workshops. This publication contains the speeches given at those workshops. An annotated list of significant references is appended.

HANDICAPPED CHILD

Materials relating to the handicapped child deal with any abnormality that makes progress in the regular school program more difficult.

1. Bluhm, Donna L. Teaching the Retarded Visually Handicapped. Indeed They are Children. Philadelphia, Pennsylvania: W. B. Saunders Company, 1968.
   In this book, the author has included teaching methods and subject materials for the child with the doubly crippling effects of retardation and partial blindness. The curriculum, methods, and materials presented can enable the child to develop the social and personal skills that he needs. An interesting and helpful guide for educators and parents.

2. Cruickshank, William M. The Brain-Injured Child in Home, School, and Community. Syracuse, New York: Syracuse University Press, 1967.
   This book was especially written for parents and teachers who face the monumental task of understanding growth, education, and homelife problems of brain-injured children. The book will help those parents with the educational background to understand their exceptional child and is essential for those parents who lack a background in child development. It is hoped that the complex and terrifying problems that accompany the upbringing of a brain-injured child can be made easier by the material in this book.

3. Cruickshank, William M., and G. Orville Johnson. Education of Exceptional Children and Youth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.
   The second and revised edition of a book, published in 1958, was written to provide educational material concerning major groups of exceptional children. Children with physical, emotional, and intellectual differences are dealt with. Because of the increasing concern of community and educators, new ideas have been researched, and ways of thinking altered. This book includes this new material which will provide the reader with important and up-to-date information on the education of the exceptional child.

4. Cruickshank, William M., James L. Paul, and John B. Junkala. *Misfits in the Public Schools*. Syracuse, New York: Syracuse University Press, 1969.
   This book was written not only for the improvement of special education and exceptional children, but also with the hope of changing the climate and conditions in all schools. The obstacles blocking effective special and general education are discussed, along with the roles of the agencies that can help improve the situation.

5. Dechant, Emerald. *Diagnosis and Remediation of Reading Disability*. West Nyack, New York: Parker Publishing Company, Inc., 1968.
   This book was written about a large variety of students with reading problems - the retarded reader, the slow learner, the reluctant reader, and the disadvantaged reader. It deals extensively with identifying the reading difficulty and its cause, planning for correction of the problem, the need for and methods of meeting individual needs, suggested guidelines and new materials to be used, and finally, in the appendices, lists of various tests and book publishers.

6. Frierson, Edward C., and Walter B. Barbe. *Educating Children with Learning Disabilities*. *Selected Readings*. New York: Appleton-Century-Crofts, Inc., 1967.
   This book is not written about those children considered mentally retarded or emotionally disturbed, but is a guide for the intensive study of special learning disabilities in children (perceptual, neurological or biochemical). The book is arranged in sequential order so that it may be read as a whole, or sections may be read individually. It will be of value for the educator, teacher, and clinical specialist.

7. Gregory, Hugo H. *Learning Theory and Stuttering Therapy*. Evanston, Illinois: Northwestern University Press, 1968.
   Increasing emphasis is being placed on the application of learning theory to the treatment of psychological disorders, including stuttering. The book concentrates on the development and treatment of stuttering in connection with learning theory concepts. Because material on this subject is relatively extensive, the book is designed to acquaint the reader with the most relevant information, and a bibliography for reference to further information is provided.

8. Love, Harold D. *Teaching the Educable Mentally Retarded*. Berkeley, California: McCutchan Publishing Corporation, 1968.
   This is a combination source book for methods and materials and text book. Included are relevant evaluations and descriptions of educational approaches. Each contributing author has had actual experience teaching the mentally retarded or handicapped, and the book provides a wealth of practical information. Informative and valuable reading material.

9. Mallison, Ruth. *Education as Therapy*. *Suggestions for Work with Neurologically Impaired Children*. Seattle, Washington: Special Child Publications, 1968.
   A helpful book for professional personnel and parents, which gives the methods used by the author in educational therapy for children with severe learning difficulties. Intending to improve the quality of help to these children Mallison treats systemization and more universal application of it as factors contributing to the value of the aid now offered. It is also important to understand the extent of the child's capabilities and his previous experiences in order to know at what level to begin working with him.

10. Meyen, Edward L. *Planning Community Services for the Mentally Retarded*. Scranton, Pennsylvania: International Textbook Company, 1967.
    This book deals with two aspects of retardation. In the first part of the book, the author discusses the planning that must go into the establishment of a facility for the retarded. He then writes about the people themselves and their special problems by dividing their abilities, and therefore their treatment, into IQ categories.

11. Rappaport, Sheldon R. *Public Education for Children with Brain Dysfunction*. Syracuse, New York: Syracuse University Press, 1969.
    Because of today's increasing awareness and concern for the problem of brain dysfunction, this book was written. It utilizes an interdisciplinary approach to the problems and issues that are raised. The purpose of the book is to provide guidelines for programs that have been proven effective in earlier practice, to acquaint the community and all those concerned with brain dysfunction with these practices, and then to allow the creativity and sensitivity of each reader to establish the particular course of action suitable for the individual.

12. Reger, Roger, Wendy Schroeder, and Kathie Uschold. Special Education: Children With Learning Problems. New York: Oxford University Press, 1968.

The book does not describe programs individually but does reflect new trends. Special education is discussed, including its nature and how current thinking along these lines can be changed. The important topics of selection of teachers for these programs, the classroom (whether or not it should be constructed or permissive), curriculum, and the various processes (visual, auditory, nonverbal and associational) are dealt with.

13. Segal, Stanley Soloman. No Child is Ineducable. New York: Pergamon Press, 1967.

Although written about special educational advancements in England and Wales, the book contains material for anyone interested in the educability of the physically and mentally handicapped. The author is optimistic about recent developments and urges further efforts for even greater advancement.

14. Sniff, William F. A Curriculum for the Mentally Retarded Young Adult. Springfield, Illinois: Charles C. Thomas, 1962.

Until recently, the primary emphasis on education for the mentally retarded was at the elementary school level. To enable these young people to meet the difficult life situations they will encounter, educational programs designed to coincide with their specific limitations can be made available. This book outlines a curriculum unit that has been used by the author in his teaching experience with the retarded. Information on requirements for enrollment in such a program and about qualified personnel is also discussed. A list of available filmstrips is included at the end of each section.

15. The Training School Bulletin. Vineland, New Jersey: The American Institute for Mental Studies.

The Training School Bulletin is published quarterly by the American Institute for Mental Studies. It is meant for the professional worker dealing with mental retardation.

INTERGROUP RELATIONS

Intergroup Relations is divided into three subheads. Important Negro leaders, Negro history, African culture, and personal accounts are dealt with in the section on History and Culture. Contemporary Racial Attitudes encompass integration and segregation, racial equality, prejudice and its causes, various Black Power movements, and the psychological effects of our segregated society on minority groups. School Related Activities deals with past and present material on educational opportunity for minority groups, teacher techniques for combatting prejudice, and other educational issues.

A. History and Culture.

1. Adams, Russell L. Great Negroes Past and Present. Chicago, Illinois: Afro-American Publishing Company, 1964.
An illustrated collection of one-page sketches of great Afro-Americans and their contributions to American history, science, the arts, education, industry, and the cause of civil rights, which may be useful in the study of intercultural relations and is of value for its bibliography dealing with Negro contributions to American culture.

2. Adler, Mortimer J., Charles Van Doren, and George Ducas. The Negro in American History. (I) Black Americans 1928-1968. Encyclopedia Britannica Educational Corporation, 1969.
This is the first of a set of three volumes devoted entirely to the burning issue of the Negro in American history. Printed in reverse chronological order, this first volume begins with the present; the third volume extends back to the sixteenth century. Because teaching according to rote textbook learning is being less and less emphasized, the value of a set of volumes of this type increases proportionally. Textbooks in the past have proven woefully inadequate, especially where American Negro history is concerned, and the use of original documentary material becomes increasingly important. Included in these selections are every shade of opinion, both pro and con, written by both Negroes and whites.

3. Adler, Mortimer J., Charles Van Doren, and George Ducas. The Negro in American History. (II) A Taste of Freedom 1854-1927. Encyclopedia Britannica Educational Corporation, 1969.

   In this second volume of a three-volume series on the history of the American Negro are included original documents, presented either wholly or in part, designed to give the reader a look into the black man's past that is free from textbook implications and half-truths. This book does not paint a one-sided picture of the extreme either. In it are accounts written by both Negroes and whites representing all shades of opinion. The period covered by this volume was an important era in the Negro's fight for human freedom.

4. Adler, Mortimer J., Charles Van Doren, and George Ducas. The Negro in American History. (III) Slaves and Masters 1567-1854. Encyclopedia Britannica Educational Corporation, 1969.

   Because of the seriousness of the racial problem we face today, many educators feel that the old way of presenting Negroes to American children - the slave trade began in Virginia in 1619, etc. - has certainly had an effect on shaping attitudes toward Negroes and their place in society. It is now considered essential that the Negro's history and civilization be presented accurately in an effort to bring his contributions and the effect that two hundred years of slavery had on him into the proper perspective. It is the purpose of this book to present historical documents, plus interpretations, which will enable the reader to form realistic opinions in this important area of study.

5. Bontemps, Arna. One Hundred Years of Negro Freedom. New York: Dodd, Mead & Company, Inc., 1961.

   The Negro struggle to realize the intent of the emancipation Proclamation is described in terms of the men who led the cause in the first 100 years of Negro freedom.

6. Brooks, Gwendolyn. The Bean Eaters. New York: Harper & Brothers, 1960.

   The author, a Pulitzer Prize winner, has included in this book, many poems about Negroes or the racial question. Poems such as the one about Little Rock or "The Ballad of Rudolph Reed," about a Negro who tries to move into a white neighborhood, give emotional impact to documented facts.

7. Davis, John P. The American Negro Reference Book. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

   This volume is particularly good for teachers and administrators. Covering every aspect of Negro life, it was compiled by 126 experts in the field.

8. Director of Curriculum, Public Schools of the District of Columbia. *The Negro in American History: A Curriculum Resource Bulletin*. Washington, D.C.: Public Schools of the District of Columbia, 1964.
   Designed for use for senior high students and teachers of Washington, D.C., this book can be useful to teachers in presenting information about the contributions of American Negroes to this nation's history. It is made up of ten chronological units of American history. An annotated bibliography is included.

9. Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. Cambridge, Massachusetts: Belknap Press of Harvard University Press, 1960.
   The horrors of slavery are starkly portrayed in this life story of one of the great men in Negro history.

10. *Encyclopedia International*. New York: Grolier Educational Corporation, 1969.
    The 1969 edition of this general reference encyclopedia includes extensive material concerning the history of the Negro in Africa and the United States. There are hundreds of photos. A good index with cross references is included.

11. Hickcox, Zane, Ed. *Call Them Heroes*. Morristown, New Jersey: Silver Burdett, 1965.
    The set of four paperback books contains biographical sketches of 48 noteworthy men and women of the New York City area who have achieved a better life through education. They can be useful in social studies, language arts, etc. in grades 6-12.

12. Hughes, Langston, Ed. *An African Treasury*. New York: Crown Publishers, 1960.
    Langston Hughes has selected articles, essays, stories, and poems by famous Africans to present the problems, emotions, and personality of the African continent.

13. Hughes, Langston, and Milton Meltzer. *A Pictorial History of the Negro in America.* New York: Crown Publishers, 1965.
    A collection of more than 1,000 reproductions of pictures, paintings, engravings, drawings, cartoons, newspaper articles and editorials, letters, posters, pamphlets, and other items is excellent for additional teacher background in Negro history.

14. Katz, William L. *Eyewitness: The Negro in American History*. New York: Crown Publishers, 1965.
    This book is designed to supplement those American History texts in which little mention is made of the role of the American Negro. Each chapter follows the major units used in many American History classes. Illustrations and eyewitness accounts are included.

15. Katz, William L. Teacher's Guide - Eyewitness: The Negro in American History. New York: Pitman Publishing Corporation, 1968.
A teacher's guide was later compiled to accompany the volume, Eyewitness: The Negro in American History.

16. Kenworthy, Leonard S. World Affairs Guide, Studying Africa in in Elementary and Secondary Schools. New York: Teachers College, Columbia University, Bureau of Publications, 1962.
This book provides the reader with an excellent source of materials for the study of Africa.

17. Lincoln, C. Eric. The Negro Pilgrimage in America. New York: Bantam Books, 1967.
Important facts of Negro history in America are presented in outline form. Many illustrations are included.

18. McCarthy, Agnes, and Lawrence Reddick. Worth Fighting For: A History of the Negro in the United States During the Civil War and Reconstruction. Garden City, New York: Doubleday and Company, Inc., 1965.
The Zenith Book series, concerned with presenting the history of minority groups and the role they played in the growth and development of this country. Included are factual histories and biographies.

19. McManus, Edward J. A History of Slavery in America. Syracuse New York: Syracuse University Press, 1966.
This interesting account follows the history of the slaves' importation into the United States from its beginnings in the early seventeenth century to their emancipation in the nineteenth century. Included are the Negroes' contribution to colonial life during this period. In addition, the effect that slavery had on New York's social, legal, economic, and political structure is discussed.

20. "Materials on Negro History." The Civil Leader. January 30, 1967.
The contributions of Negroes throughout American history are recorded in the books of this bibliography. Several names of other bibliographies are listed for further research. Also included are paperbacks and films.

21. Meier, August, and Elliot M. Rudwick. From Plantation to Ghetto: An Interpretive History of American Negroes. New York: Hill and Wang, Inc., 1966.
This book attempts an analytical and interpretive history on what Negroes themselves have been doing in this country. Special attention is paid to Negro ideologies, institutions, and protest movements. The book progresses from the West African heritage up to and including the civil rights movement of the present.

22. Meltzer, Milton, Ed. *In Their Own Words: A History of the American Negro, 1619-1895*. New York: Thomas Y. Crowell Company, 1964.
Victims of slavery vividly describe their personal experiences of its grief and pain in this compilation of letters, newspapers, books, and journals.

23. Osborn, Peggy Adams. *The Meeting: A One-Act Play*. Chicago, Illinois: Afro-American Publishing Company, 1968.
Written for students in grades 6-12, this one-act play portrays the historical contributions of many famous persons, both black and white, to our multiethnic culture.

24. Ramsey, Frederic. *Been Here and Gone*. New Brunswick, New Jersey: Rutgers University Press, 1960.
Although it contains not one line of music, this book gives an accurate account of Negro folk music and music making at its source. The beautiful and unpretentious photographs are interwoven with song lyrics, interviews, and folk sayings. The reader is given a glimpse of the Southern countryside and the poignant life of the musicians, their homes, and towns. *Been Here and Gone* is a valuable contribution to the literature of American folk music.

25. Redding, Saunders. *The Lonesome Road*. New York: Doubleday and Company, Inc., 1958.
The lives of famous Negro Americans such as Thurgood Marshall (attorney), Frederick Douglass, and Daniel Hale Williams (surgeon) as well as the contributions of those Negroes who helped to fight America's wars are described in this book.

26. Rollins, Charlemae. *Famous American Negro Poets*. New York: Dodd, Mead and Company, Inc., 1965.
Although primarily for teachers, this book can also be enjoyed by bright sixth graders. It describes the lives of twelve Negro poets who have particular appeal to young people and gives brief samples of their work.

27. Salk, Erwin. *A Layman's Guide to Negro History*. New York: McGraw-Hill Book Company, 1967.
An annotated bibliography listing over 150 books on Negro culture. It includes the work of novelists, painters, songwriters, and dramatists as well as lists of teaching materials and curriculum guides.

28. Sterling, Dorothy. *Lift Every Voice*. New York: Doubleday and Company, Inc., 1965.
The book contains the biographies of four important Negroes: Booker T. Washington, W.E.B. DuBois, Mary Terrell, and James Weldon Johnson. These people, through courageous effort and political and educational participation, have tried to elevate the lot of their people.

29. Stratton, Madeline. Negroes Who Helped Build America. Boston, Massachusetts: Ginn & Company, 1965.
Written for teachers, this book may also be read at the junior high school level. Included are stories on some well-known Negro leaders, both historical and contemporary, in many fields of work: scientific, commercial, political, educational, and racial.

30. Student Nonviolent Coordinating Committee. A Freedom Primer, SNCC. Atlanta, Georgia, 1964.
The book can be used by students at the secondary level. It describes the movements and the kinds of people that have been active throughout American history in organizing protests against the injustices they have been subjected to.

31. Uncle Spike, pseud. The Negro History Detective American History Series, Casebook #1. New York: Negro History Associates, Inc.
Little-known Negro involvement in and contributions to United States history are presented in nine detective-type cases. Included are illustrations and historical documents.

32. Uncle Spike, pseud. Negro History Tour of Manhattan. New York: Negro History Associates, Inc.
Many Manhattan Island addresses have significance in Negro history. Little-known facts, such as the founding of the Sunday School Movement in New York City by a Negro woman, Catherine Ferguson, are presented in short story form. The book can be used along with textual material on Negro history or by itself.

33. Union Theological Seminary. The Negro in American History and Culture: A List of Resources for Teachings. New York, 1965.
A list is provided which includes teachers' guides and curricula, audiovisual resources, and books dealing with Negro history.

34. University of the State of New York. Non-Western Music and Dance. Albany, New York: The State Education Department, Division of the Humanities and the Arts, 1969.
The importance of improving intercultural relations in all fields, including musical contributions, is becoming increasingly recognized at the elementary and secondary school levels. For this reason, a workshop, followed by this publication, was sponsored to introduce teachers to the relevancy of non-Western music and to provide information so that schools could incorporate this music into their present programs. Also included in this pamphlet are descriptions of African, Oriental, and American Indian dances. The panel discussion that closed the workshop has also been printed.

35. University of the State of New York. Selected Materials Dealing with the History of the Negro in America. "Build Your Library Collection." Albany, New York: The State Education Department, Bureau of Educational Integration, Division of Intercultural Relations.

    This is a selected list of books and other materials dealing with the history of the Negro in America. These books and articles are readily available for home use. Purchase price and address list is included.

36. Wade, Richard C. The Negro in American Life, Selected Readings. Boston, Massachusetts: Houghton Mifflin Company, 1965.

    Written about and by Negroes, this book is divided into two main sections; the first concerning the Negro from his importation until nineteen hundred; and the second, up to the present. Interesting articles are devoted to contemporary leaders - Martin Luther King, Jr., James Baldwin, Samuel B. Fuller, Malcolm X, and others. Questions for discussion and further study are also included.

37. Wesley, Charles H. Neglected History, Essays in Negro History by a College Professor. Wilberforce, Ohio: Central State College Press, 1965.

    This book discusses the treatment Negroes have received in America. Some subjects included are: Negro suffrage, their struggle for freedom, important aspects of the racial question for the world, and other relevant topics.

38. Wish, Harvey. The Negro Since Emancipation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

    This book documents social changes that the Negro has experienced since the Civil War by quoting excerpts from Frederick Douglass, Booker T. Washington, W.E.B. DuBois, James Baldwin and many others. An introductory essay chronologically places each selection in the history of the protest movement, and a short biography of each contributor is included.

B. Contemporary Racial Attitudes.

1. Allport, Gordon W. *ABC's of Scapegoating*. Third Revised edition. New York: Anti-Defamation League of B'nai B'rith, 1959.
   The author briefly and simply describes scapegoating and the reasons for its existence. He indicates forms of scapegoating, the source of race prejudice in children, and the responses of the victims of prejudice.

2. American Jewish Congress. *The Myths of Racial Integration*. New York: American Jewish Congress.
   This book seeks to answer several pertinent and controversial questions regarding integration. The conclusions are supported by scientific research.

3. Baldwin, James. *Nobody Knows My Name*. New York: The Dial Press, 1961.
   The role of the Negro in America and in Europe is discussed in a series of essays. Based on his own experiences the author deals with the relationship between black and white and between himself and society.

4. Baughman, Emmett Earl. *Negro and White Children: A Psychological Study in the Rural South*. New York: Academic Press, 1968.
   Much of today's literature on the culturally deprived concentrates on the urban poor, yet 20 percent of Negro Americans are rural Southerners. This work attempts to balance our national and psychological perspective on deprivation. It is a psychological study in depth of children in the rural South.

5. Bennett, Lerone. *The Negro Mood*. Chicago, Illinois: Johnson Publishing Company, 1964.
   With five essays, the author attempts to expose the workings of the Negro mind insofar as the "Black Fury" is concerned. The book gives insights into today's Negro crisis, its organization, and the people behind them.

6. Bennett, Lerone. *What Manner of Man; A Biography of Martin Luther King, Jr*. Chicago, Illinois: Johnson Publishing Company, 1964.
   The author, a former schoolmate of Martin Luther King, has followed this man for two decades. He contributes knowledge and understanding of the Negro revolution to this biography of one of its most important leaders.

7. Bibby, Cyril. *Race Prejudice and Education*. New York: Frederick A. Praeger, 1960.
   Funded by UNESCO, this study on race prejudice and education provides penetrating insight into the causes of prejudice and offers suggestions for teachers in dealing with it.

8. Booker, Simon. Black Man's America. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
The author, a Negro reporter, describes in a journalistic style the Negro's fight for equality. He gives his views of the attitude of government leaders towards civil rights and discusses the influence of civil rights leaders on the civil rights movement.

9. Brown, Claude. Manchild in the Promised Land. New York: The Macmillan Company, 1965.
In his frank autobiography, Claude Brown gives a personal account of what life is like in the inner city. He describes the frustrations and humiliations which affect family and other interpersonal relationships.

10. Carmichael, Stokely, and Charles Hamilton. Black Power: The Politics of Liberation. New York: Random House, 1967.
The authors explain the philosophy and concept of the Black Power movement, its origins, development, and goals. They say that black people have been misled by those people, both black and white, who say that democracy in America means democracy for all people. Revolution is the only way to gain power, they claim. The Negro cannot substantially improve his life until he has that power. Once this power is obtained, coalitions with white organizations can be entered into, and thus decision-making authority on an equal basis gained. The book is of value because it gives an accurate diagnosis of the Negro's condition in the United States today.

11. Clark, Kenneth B. The Negro Protests. Boston, Massachusetts: Beacon Press, 1963.
The noted Negro psychologist talks with three prominent Negroes and explores their viewpoints on the civil rights movement. James Baldwin appeals to individual conscience, Malcolm X is concerned with building a black nationalist movement, and Martin Luther King advocates a nonviolent battle for civil liberties.

12. Cleaver, Eldridge. Soul On Ice. New York: McGraw-Hill Book Company, 1968.
In this collection of essays and letters, the author, an Afro-American writing from California's Folsom State Prison, examines the forces that shaped his life. This shocking volume is about hatred and what a black man becomes as he reacts to society. Cleaver comments on masculinity and mass entertainment in America. He includes sections on the Watts riots, his religious convictions, and the black man in VietNam.

13. Coles, Robert. Children of Crisis: A Study of Courage and Fear. Boston, Massachusetts: Little, Brown and Co., 1967.
Concerned with his own realization of the race problem, Coles spent several years studying and interviewing people wherever he found them who were bent on altering the old segregationist ways. He also reports on the negative concept that Negro children have of themselves and the way whites develop their own anti-Negro feelings. His book is interesting and especially enlightening because, in order for society to come to grips with the racial problem, there must be understanding, tolerance, and respect for the Negro. Those struggling to achieve this change will be enriched by Coles' book.

14. Duberman, Martin B. The Antislavery Vanguard. Princeton, New Jersey: Princeton University Press, 1965.
A series of seventeen essays in which the contributing authors have written scholarly appraisals representing all points of view. Taken together, they reflect a sympathetic attitude toward the Negro problem and contemporary events. The book analyzes the historical abolitionist movement with respect to the problems of today.

15. Duberman, Martin B. In White America. Glenview, Illinois: Scott, Foresman & Company, 1964.
A documentary play in which the author has traced the deprivations that over the years have led to the present militant attitude among Negroes makes the reader realize that a solution is long overdue.

16. Fuchs, Estelle S. School Boycott, Education in the Streets. New York: Hunter College, City University of New York, 1965.
This is an indepth study of "Operation Shutdown", a school boycott conducted in New York City in 1965. This boycott was one example of social protest and the result of a feeling of inadequate educational development by both children and civil rights leaders. Understanding why children participate in such a boycott and knowing the effects that this participation has for them may make th task of formulating new education programs just a little easier. Of great interest to the reader is the fact tha these students, all of them disadvantaged, had strong convictions and perceptions about what they were doing, and these are essential for altering the old systems. Interesting and informative reading.

17. Garrett, Henry E. Children: Black and White. Kilmarnock, Virginia: The Patrick Henry Press, Inc., 1968.

In 36 pages this small booklet seeks out every possible argument against school desegregation. It sets out to prove that the Negro is inferior to the white man in intelligence and that his presence in school lowers the academic performance of that school. Published in Virginia by the Patrick Henry Press, this pamphlet is blatantly bigoted and illogical and does not back up its assertions with proof. It may be of value for the teacher and administrator as a means of familiarizing themselves with the segregationist way of thinking should it become necessary for them to deal with that segment of the community.

18. Gittler, Joseph B. Understanding Minority Groups. New York: John Wiley and Sons, Inc., 1964.

Beginning with a section on the philosophical and ethical aspects of group relations, this book also includes sections discussing the American Catholic, American Indian, Jew, Negro, Japanese, Puerto Rican and their individual problems as minority groups in this country today. Group contact always presents many complex problems, and the interaction of minority-majority tension is one of the most crucial. Minority groups are subjected to many types of discriminatory practices, and these and the problems they bring are dealt with in this book.

19. Glock, Charles Y., and Ellen Siegelman. Prejudice U.S.A. New York: Frederick A. Praeger, 1969.

Rather than focusing on the effects of prejudice, this book looks to the causes of the problem. The author feels that, by understanding the evils of prejudice and how subtly it operates, the reader can begin to eradicate the problem for himself. The book attempts to awaken the reader and stimulate him into thinking about prejudice and discrimination. Only with widespread concern can anything be done about the problem.

20. Golden, Harry. Mr. Kennedy and the Negroes. Cleveland, Ohio: World Publishers, 1964.

In this story of the Negro's struggle for civil rights, all the cruelty of racism is brought out. The author displays a deep understanding of the South. Along with discussions of the Negro's plight are included two addresses by the late President Kennedy and by the then Attorney General, the late Robert Kennedy.

21. Goodman, Mary Ellen. Race Awareness in Young Children. New York: Collier Books, 1952.

Throughout the investigation of many case studies, Dr. Goodman has endeavored to find the answer for the existence of the persistent intergenerational attitude of "white over brown." She accomplished this by seeing race and racial differences as children see and feel them. Because material on early awakenings to racial differences is insufficient, this book was written to help fill in the gap of present knowledge. The whys and hows of the white man's racially superior attitude must be known in order to secure equality among the races.

22. Grier, William H., and Price M. Cobbs. Black Rage. New York: Basic Books, Inc., 1968.

Although racism is expressed in many ways in our white society - ghettoes, joblessness, and poor educational opportunities - the fundamental cause of our racial problem today and the reason for the hatred of the Negro for the white man is the fact that the whites don't accept Negroes as human beings. This book is written with an understanding that for the Negro "so much time has passed and so little has changed." The accounts contained in this book are of ordinary people who have been handicapped by one basic factor - they are black. The book is fascinating and disturbing because of the shortcomings that exist in this country.

23. Griffin, John Howard. Black Like Me. Boston, Massachusetts: Houghton Mifflin Company, 1961.

The author, a white man, gained firsthand experience of what it's like to be a Negro in the South by chemically darkening his skin for 6 weeks. The oppressiveness and actual fear with which he lived because of hate and prejudice at times overwhelmed him. The book makes a white person stop and think.

24. "How Much Can We Boost IQ and Scholastic Achievement? A Discussion." Harvard Educational Review, 39 (1) Spring, 1969.

Seven articles written by six psychologists and a geneticist are devoted to discussing Professor Arthur Jensen's controversial article "How Much Can We Boost IQ and Scholastic Achievement?" which appeared in the Winter, 1969 issue of the Harvard Educational Review. Anyone who has read the Jensen article will want to read this discussion.

25. Hughes, Langston. Fight for Freedom: The Story of the NAACP. New York: Berkeley Medallion Books, 1962.

Langston Hughes describes the past accomplishments and future goals of NAACP and its struggle for racial equality. He points out that the great progress which has been made is the result of monumental effort, courage, and patience, and that much is yet to be achieved.

26. Jensen, Arthur. "How Much Can We Boost IQ and Scholastic Achievement?" Harvard Educational Review 39 (2). Winter, 1969.
The author feels there is a need to reexamine the present concept that IQ differences are due to environmental factors. He advocates that there are two components of IQ -- genetic and environmental. Citing several sources, he declares that genetic factors are much more important than environmental factors in determining IQ differences. These findings he specifically relates to social class and racial supremacy. In conclusion, he feels that the influence of education on IQ is generally small. These conclusions have become a center of controversy, which will not be easily resolved.

27. Killian, Lewis. The Impossible Revolution: Black Power and the American Dream. New York: Random House, 1968.
The author traces the historical development of Black Power, and in so doing, shows how the increasing demand by Negroes for power to gain a share in the American dream is met with increasing resistance. Moderate Negro leaders are losing ground, he believes; and unless Congress allots a huge budget to relieve the poor, frustrated, angry masses of the urban slums, disaster is imminent. He examines the cities sociologically and then looks at the ideas current among Negro youth in a way that makes the idea of revolution seem possible.

28. Kraus, Richard. Public Recreation and the Negro. New York: Center for Urban Education, 1968.
Because of increasing concern for the Negro in both urban and suburban areas and because of generally expanding interest in public recreation itself, this book was written about Negro participation in public recreation. It is not an in-depth study of the dynamics of participation, nor does it offer insight into the meaning of leisure time for Negroes, but it does provide knowledge of the type of activities that Negroes of all ages participate in, as well as the accompanying problems encountered by administrators because of this participation. Also included is an account of past Negro involvement in recreaction programs.

29. Lincoln, C. Eric. The Black Muslims in America. Boston, Massachusetts: Beacon Press, Inc., 1961.
The goals of Black Islam as well as its activities and beliefs are examined in this book. The author describes those aspects of American society which have contributed to the origin and development of such protest groups as the Black Muslims.

30. Mack, Raymond W. Our Children's Burden. New York: Random House, 1968.

    This outstanding book is a collection of reports for the United States Civil Rights Commission. It examines just what happened in nine American cities when, in response to the Supreme Court decision, they desegregated. Methods and rates of desegregation in the North and South are compared. The reader is given a view into the ways in which community governments operate, the effectiveness of pressure groups, and individual integrity in black and white people.

31. McWilliams, Carey. Brothers Under the Skin. Revised edition. Boston, Massachusetts: Little, Brown & Company, 1964.

    The author discusses the plight of such minority groups as the Chinese, Mexicans, Japanese and Puerto Ricans in the United States. In addition he devotes a chapter to the development of slavery in this country and the subsequent discrimination against the Negro. Although originally written in 1943, the book has been updated with a new introduction which traces the effects of current developments on the cause of equal rights for minority groups.

32. Marx, Gary T. Protest and Prejudice: A Study of Belief in the Black Community. New York: Harper & Row, 1967.

    In random samplings taken from major metropolitan areas, the author analyzes the Negro's attitude toward himself and his status and his view of whites; the samples include Negroes from all socioeconomic levels. The author often uses the Negro's own words and adds analyses for better reader understanding. The book provides a good survey of present-day Negro attitudes which may surprise even the most well-informed person.

33. Montagu, Ashley. What We Know About "Race." The One Nation Library. New York: Anti-Defamation League of B'nai B'rith, 1958.

    The pamphlet deals concisely with "race" according to physical differences and especially as the term applies to intelligence. Race is discussed in connection with evolution, migration, environment, and socioeconomic conditions.

34. The Negro and the City. New York: Time-Life Books, 1968.

    Included in this book are the role of the cities and business in the racial issue, the new mood of the Negro himself, and the need for a better relationship between Negro labor and management.

35. Newby, Idus A., Ed. The Development of Segregationist Thought. Homewood, Illinois: The Dorsey Press, 1968.

The chronic controversy of the Negro's place in American society cannot be ignored. This book contains a basic history of segregationist thought since 1890 and outlines the significant features of the white supremacy theory. The book is designed to show the reader the extent and intensity of the anti-Negro attitude in this country. Only after the nature of the problem is understood can any social changes be made.

36. Osofsky, Gilbert. The Burden of Race. New York: Harper and Brothers, 1967.

A collection of documents, sermons, speeches, tracts, letters, and books arranged in chronological order which traces the history of racism and race relations in the U.S. from the beginnings of the slave trade to the present-day demands for Black Power. This book portrays clearly the agony of being black in a white-dominated world.

37. Pettigrew, Thomas F. Epitaph for Jim Crow. New York: Anti-Defamation League of B'nai B'rith, 1964.

This interesting pamphlet introduces the "Jim Crow" philosophy and various historical developments concerning it. The author discusses the need for not only more contact between Negroes and whites, but also that type which leads to greater tolerance and trust. Also included is the author's thesis that prejudice has developed into two basic types - deeply-rooted anti-Negro feeling and intolerant conformism - and the implications and problems of each one.

38. Pettigrew, Thomas F. "Racially Separate or Together?" Journal of the Social Issues, 25 (1). 1969.

The author explores the problem of racial crisis by concentrating on one crucial question - will Americans of the future be integrated or segregated? He concludes that the main objective must be a free, democratic America.

39. Roth, Henry. Call it Sleep. New York: Avon Press, 1965.

This beautifully written account of the emotions and experiences of an immigrant boy in Harlem is helpful to a teacher in learning a little of what a city slum is like for people whose original surroundings were totally different.

40. Sexton, Patricia Cayo. Spanish Harlem. New York: Harper and Row, 1965.

After living in Spanish Harlem, the author discusses Spanish-Americans as a disadvantaged minority group. She feels that the best way to fight poverty is to fight authority. The results from this same technique are cited for Negroes and Puerto Ricans.

41. Shuey, Audrey M. The Testing of Negro Intelligence. New York: Social Science Press, 1966.
This author feels that it is not essential that the races be proven potentially equal in their innate abilities, and that society should not shy away from the idea that one race may be superior to another. She contends that the inequalities in education and other opportunities have been grossly exaggerated, and that statistically significant differences in test scores are proof enough of the racial superiority of whites over Negroes. In view of the present problems facing the country, this book is extremely controversial.

42. Tumin, Professor Melvin M. Race and Intelligence. New York: Anti-Defamation League of B'nai B'rith, 1963.
In response to the controversy over the general innate intelligence level of the Negro, (both in the U.S. and elsewhere), four leading scientists in the fields pertaining to genetic and social differences were asked questions on the subject. Essentially, they concluded that the innate differences theory could not be upheld.

43. United States Commission on Civil Rights. Racial Isolation in the Public Schools. Vols. 1 and 2. Washington, D.C.: 1967.
The Commission on Civil Rights was requested by President Johnson to make a complete study and report on racial isolation and its effect on human resources in this country. This complex two-volume report is evidence of the harmful effects that such isolation has on young people and society. Included are four major subject areas: the extent of racial isolation and the extent of the disparity in educational quality among Negroes and whites, the factors contributing to school segregation, the impact on the attitudes of both Negroes and whites of this situation, and the programs that have been started or proposed to alleviate the inequality of today's educational opportunities.

44. U.S. Office of Education. Readings Selected from the Negro Freedom Movement: Past and Present. Washington, D.C.: Office of Equal Educational Opportunity.
This is a brief annotated bibliography whose concern is the problem of race relations in the United States. In New York State, it is distributed by the State Education Department, Division of Intercultural Relations.

45. Weaver, Robert Clifton. The Negro Ghetto. New York: Harcourt, Brace & Company, 1948.
A study of Negro housing and the economic factors underlying the patterns of Negro residential segregation in the North. It also reviews the impact of World War II on segregation patterns.

46. Williams, John A. Beyond the Angry Black. New York: Cooper Square Publishers, Inc., 1968.

This is a collection of writings about American Negro experience. In essays, poems, and stories, such writers as James Baldwin, Shirley Jackson, and Langston Hughes discuss the problems of living in a segregated society and the pressures of discrimination. The book clearly exposes this flaw in our American culture but treats it creatively.

C. School Related Activities.

1. Afro-Americana. New York: Bookazine Company, Inc. 1969.
Both clothbound and paperbound books are listed in this catalog of books for children and adults by and about Negro culture. Price of books is included.

2. Anderson, Margaret. The Children of the South. New York: Farrar, Straus and Giroux, 1966.
Margaret Anderson taught at Clinton High School, Clinton, Tennessee, when it was ordered desegregated. With compassion and understanding, she tells the story of the turmoil that resulted. She then goes on to devote several chapters, based on case histories, to what Southern education needs. This book does much to advance the cause of desegregation.

3. Board of Education of the City of New York. Working with Pupils of Puerto Rican Background, 1965.
This pamphlet was written primarily as an aid to guidance counselors, teachers, and other educators to assist them in working with Puerto Rican children (and those of other cultural and ethnic origins) of junior and senior high school age. The manual is designed for use by an entire classroom, a small group, or with individuals. The material contained in it can better enable Puerto Rican children to strive for the education and training opportunities that, because of discrimination compounded by the language barrier, may seem unattainable. Included is background history of the Puerto Rican, present relevant information, and suggested student activities.

4. Bullock, Henry Allen. A History of Negro Education in the South. Cambridge, Massachusetts: Harvard University Press, 1967.
The book supplies pertinent facts for educators and other interested readers concerning past educational trends in the South as a whole and in individual states. It is also a good source of background information, offering insights into the educational plight of the Negro today. Interesting and informative reading. Charts and tables are included.

5. Caughey, John, and LaRee Caughey. School Segregation on Our Doorstep. Los Angeles, California: Quail Books, 1966.
The problem of de facto segregation in Los Angeles schools and suggested steps that would make for equality in educational opportunity are discussed.

6. Cliff, Virgil A., Archibald W. Anderson, and H. Gordon Hullfish. Negro Education in America: Its Adequacy, Problems, and Needs. New York: Harper and Brothers, 1967.

   The sixteenth yearbook of the John Dewey Society, this issue's particular purpose is to study education in its cultural relationships. Divided into four sections, it discusses the background of Negro education (including contributions of Negro educators and the culture and personality development of minority groups), the present problems faced by today's Negroes in securing an equal education, the situation as it is beginning to change, and a look at prospects for the future.

7. Conference on the Education and Training of Racial Minorities. Madison, Wisconsin: University of Wisconsin Press, 1967.

   Presented here are the research findings of investigators on the practical problems which face the Negro in his search for equal opportunities. The findings give valuable insights into education.

8. Cordasco, Francisco. Puerto Rican Children in Mainland Schools. Metuchen, New Jersey: The Scarecrow Press, Inc., 1968.

   This book is a needed supplement to our knowledge of the Puerto Rican as a member of a large minority group in this country. Because educators and administrators lack knowledge of Puerto Rican culture and because the student is very often considered "difficult," these people do not receive the adequate education that would enable them to improve their status. This book contains material concerning the Puerto Rican culture, their life style, the problems they encounter in the acculturation process, and especially their particular problems in the mainland schools.

9. Crain, Robert L. The Politics of School Desegregation. Chicago, Illinois: Aldine Publishing Company, 1968.

   The author presents case studies of the decisions of the school boards of fifteen United States cities to desegregate their schools. In the light of political negotiations and group interests, he analyzes their decisions and compares the behavior of boards in the North and the South. A bibliography of references and an index are included.

10. Damerell, Reginald G. Triumph in a White Suburb. New York: William Morrow & Company, 1968.

    An important source of information for people interested in the problems of urban education, this is a documentary of the ethnic changes of Teaneck, New Jersey, the first town in the United States to vote for integrated schools. A resident of the town, the author emphasizes the part taken by the public schools and points out how closely related the issues of public education are to the issues of civic welfare and civic progress in the metropolitan area.

11. Domnitz, Myer. Educational Techniques for Combating Prejudice and Discrimination and for Promoting Better Intergroup Understanding. Hamburg, Germany: UNESCO Institute for Education, 1965.

This book is aimed at helping to alleviate prejudice and discrimination on an international basis through education. It was compiled from notes and discussions at an international meeting and is especially concerned with the important problem of Negro-white relations in the United States. It is divided into three major sections: reducing prejudice at the cognitive level, group processes and analysis of different prejudice types, and finally the teacher's role and methods of alleviating and understanding prejudice. A short bibliography for further reading and research is included.

12. Edgar, Robert W. The Impact on Learning and Retention of Specially Developed History Materials for Culturally Deprived Children. New York: The Research Foundation of the City University of New York, 1966.

The purpose of this study was to examine the effect of materials about the Negro on the learning of culturally deprived pupils in eighth grade American history classes. Some results were that the children learn more when material is on the Negro and when that material is biographical or fictional rather than in the form of a text. A selected bibliography and sample tests are appended.

13. Epstein, Charlotte. Intergroup Relations for the Classroom Teacher. Boston, Massachusetts: Houghton Mifflin Company, 1968.

So many of today's intergroup relations are vital that dealing with them has become a necessity. Education is as important to the national welfare as it is to the development of individual human beings. This book was written to assist the classroom teacher in dealing with intergroup relations. The author offers many helpful suggestions for dealing with many various types of classroom situations and the many social class levels which may be encountered. The reader will find classroom discipline, the treatment of controversial subjects, and the relation of intergroup problems to school achievement included. Also included is an interesting section on how to utilize the basic required subjects for promoting better intergroup relations. A bibliography is included.

14. Gibson, John S. Race and Culture in American Life: A Program for Elementary School Education. Medford, Massachusetts: Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1968.

American history and social studies curricula in past years have not been well balanced in favor of Negro studies and contributions. Research has found many textbooks which have virtually omitted the Negro. To insure accurate representation of the black race this book offers an entire program for integrating social studies in grades K-6.

15. Greenberg, Norman C., and Gilda M. Greenberg. Education of the American Indian in Today's World. Dubuque, Iowa: Wm. C. Brown, 1964.

This work is a concise presentation of factors relating to Indian education. Chapters are devoted to cultural patterns and Indian speech sounds. Appended is a list of source materials adaptable for classroom teachers. The materials include printed matter, films, filmstrips, museums, and research projects.

16. Grevious, Saundrah Clark. Teaching Children and Adults to Understand Human and Race Relations. Minneapolis, Minnesota: T. S. Denison & Co., Inc., 1968.

This book, filled with pictures and charts, introduces an effective method for helping to dissolve the basis for human prejudices. Beginning with helpful suggestions for enabling the teacher to break down her prejudice, it then proceeds, with several study guides, plans and activities, to show the basic similarities common to all races. The book does not disguise the fact that people and traits differ, but it does point out that one custom or one physical characteristic is not better than any other.

17. Halliburton, Warren J., and Mauri E. Pelkonen. New Worlds of Literature. New York: Harcourt, Brace and World, Inc., 1966.

A book written for and about several ethnic groups, representing various socioeconomic and religious backgrounds, who are reading below their grade level in secondary school. With the aid of the student's workbook, it is designed to improve the student's reading and writing skills. A teacher's edition is also available.

18. Herndon, James. The Way it Spozed to Be. New York: Simon and Schuster, 1968.

This very readable book is the account by a teacher of one year of his teaching career in a public school, a predominantly Negro school. He tells the story of his experiences, subtly allowing the reader a peek at the way things are at one of these schools. His book is interesting and has a lot to say.

19. Jaffe, A.J., Walter Adams and Sandra G. Meyers. Negro Higher Education in the 1960's. New York: Frederick A. Praeger, 1968.

This study is almost exclusively concerned with two topics: Southern Negro colleges, and the students who attend them. Included also are some data from other colleges with Negro enrollment, but these serve primarily to give this research perspective. The Negro has access to Negro colleges which supposedly offer special services to meet his unique educational needs besides providing a general college education. This book evaluates these schools in terms of the higher education they offer and at the same time discusses the success or failure of the special programs. Various questions are also either stated or implied - why should Negro colleges exist? Why do students attend them? These and other questions reflect the issues and conflicts of today. The reading is quite technical and includes many charts. A bibliography is included.

20. Katz, William L. Teacher's Guide to American Negro History. Chicago, Illinois: Quadrangle Books, 1968.

A basic guide for classroom teachers both primary and secondary. The introductory chapters are on classroom approaches and materials. Information is arranged according to chronological units of study in American history. Suggested readings for students and teachers are included with each unit. The final chapter lists sources of free and inexpensive materials, visual materials, and related information.

21. N.A.A.C.P. Integrated School Books. New York: 1967.

An annotated bibliography of integrated texts and story books, it is arranged by subject and includes 399 books.

22. National Association of Intergroup Relations Officials. Public School Segregation and Integration in the North. Washington, D.C.: 1963.

This is an analysis of the problems of segregation in schools of Northern and Western communities. The historical development and current extent of public school segregation in the North and some of its causes and consequences are discussed. Constructive solutions are offered.

23. The Negro Educational Review. St. Augustine, Florida: Florida Memorial College.

This magazine, published four times a year, seeks not only to examine and analyze current problems of the Negro in America, but also to present scholarly articles and research reports of general interest. Each issue contains book reviews, many of which pertain to Negro culture, history, and the cause of civil rights.

24. Noar, Gertrude. The Teacher and Integration. Washington, D.C.: Student National Educational Association, 1966.

Designed to aid young college graduates going into education, this book was written to provide them with pertinent information on educational issues. Because these new teachers can contribute greatly to integration in the nation's schools, it is the purpose of this publication to improve the quality of education by creating conditions in the schools that will foster better teaching and better teachers. This is the first of a series of publications of the Student National Education Association and consists of several probable questions asked by young teachers which are answered and discussed. Selected references are included.

25. Selected ERIC Bibliography on the Education of Urban American Indian and Mexican American Children, A. ERIC-IRCD Urban Disadvantaged Series No. 5, April, 1969. New York: ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University, 1969.

This bibliography of selected documents on educating American Indian and Mexican American children in urban areas includes price and tells how each document may be obtained. The two dominant themes concern assimilation and acculturation processes and the need for bilingual schooling.

26. Sloan, Irving. The Negro in Modern American Textbooks. Washington, D.C.: American Federation of Teachers, 1967.

This book examines how the Negro is represented in text books by pointing out myths and omissions in current texts. It is valuable for evaluating junior and senior high school history texts and for analyzing curriculum problems.

27. Soloman, Benjamin. "Educators and the Racial Issue in Education." Illinois Schools Journal 48. Spring, 1968.

This article discusses some of the reasons why integration must come now and why educators must lead this movement for the good of all. Interestingly, the author approaches the problem from a rather different but convincing angle; that is, white children as well as Negroes suffer from our present system of segregated education.

28. Stoff, Sheldon. The Two-Way Street. Guideposts to Peaceful School Desegregation. Indianapolis: Indiana. David-Stewart Publishing Company, 1967.

This is a guidebook for enabling educators and administrators to meet the problem of school integration more easily. The author proposes a plan for peaceful integration. He gives some historical perspective to the problem, discusses the factors associated with nonviolent desegregation, and finally includes the statistical findings related to the problem.

29. Swanson, Bert E. The Struggle for Equality. School Integration Controversy in New York City. New York: Hobbs, Dorman and Company, Inc., 1966.
This study explores the problems and processes of integration encountered by the public schools in New York City. The inequality that exists must be countered by genuine opportunities to become equal, and this is one major task of the school system. Included in this book are reactions of the whites to proposed integration policies, the outline of demands and counter-demands, and the roles of the rulers and the ruled in establishing new programs. The author sees politics as a major factor determining past and future policies.

30. University of the State of New York. A Bibliography of Recently Published Materials for Teachers Dealing with Intergroup Education. Albany, New York: The State Education Department.
This brief annotated bibliography contains useful information about minority groups and current racial problems. For reader convenience, the list is divided into several categories, and appropriate age levels, prices, and sources are given.

31. University of the State of New York. Integration and the Schools. Position Paper No. 3 Albany, New York: The State Education Department, 1968.
This Education Department position paper describes the need for broad revisions in education in order that all children receive an equal education. It was written for teachers, administrators, and parents. Guiding principles and recommendations for future action are given.

32. University of the State of New York. Preliminary Analysis of the 1966-67 Racial and Ethnic Census. Albany, New York: The State Education Department, Bureau of Statistical Services, 1967.
This pamphlet contains tables derived from data contained in the New York State Education Department's 1966-1967 racial and ethnic census. The tables show the degree of segregation or racial imbalance within individual public schools.

33. University of the State of New York. Some Suggested Teacher References Helpful in Introducing Intergroup Relations Information in the Classroom. Albany, New York: The State Education Department, 1964.
This short bibliography for teachers and children contains articles, pamphlets, paperbacks, and a list of workshops and activities being conducted in particular schools.

34. University of the State of New York. State of Knowledge Conference. Albany, New York: The State Education Department, Division of Intercultural Relations, 1968.

    This pamphlet is a report of a conference concerning the related topics of racial and educational problems. The conference concerned itself with three major problems: the problem of intellect in Negro underachievement, the problem of segregation in Northern public schools (including the origin, effects, and nature of segregated schools), and the problems encountered in the desegregation of these schools.

35. Weinberg, Meyer. Integrated Education. Beverly Hills, California: The Glencoe Press, 1968.

    Taken from the magazine of the same title, this book is a selection of articles, addresses, and documents. The general problems of separate and inferior schools, specific practices and where they occur, present conflicts, the prospects for change, and other relevant topics are discussed. At the end of each section is a bibliography.

36. Weinberg, Meyer, Ed. Integrated Education. Chicago, Illinois: Integrated Education Associates.

    This magazine, published bimonthly, contains reports and articles on the progress and problems of desegregation in this country. Proposals and reports of research findings are also included.

37. Weinberg, Meyer. Learning Together. A Book on Integrated Education. Chicago, Illinois: Integrated Education Associates, 1964.

    This book contains all the major articles printed within the first year of "Integrated Education," a national magazine. The contents are arranged by subject, and introduce the reader to the main problem and progress of school integration as well as the important relationship between integration and quality education.

38. Weinberg, Meyer. Race and Place. A Legal History of the Neighborhood School. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967.

    The problem of the neighborhood school, especially as it serves to isolate large numbers of students by race, is the basis of this study. State and Federal court cases cited serve to inform the reader of everyday school practices. Special attention has been given to districting and admission to, or exclusion from, specific schools.

OCCUPATIONAL EDUCATION

Curriculum emphasis in occupational education is built around social and vocational competence. Work-study programs are emphasized.

1. Hanline, Alan L. "Training the Disadvantaged for Jobs." Educational Technology. February, 1969.
   The author is supervisor of instructional development at Clearfield Job Corps Center, operated by Thiokol Chemical Corporation at Clearfield, Utah. He explains six teaching fundamentals which can be used effectively in working with Job Corps trainees. From his own experiences he ascertains what errors to avoid and gives ideas for tailoring the curriculum to suit the needs of trainees.

2. State University College at Oswego. Guidelines for the Occupational Training of the Disadvantaged. Oswego, New York: Division of Vocational Technical Education, 1968.
   This publication is a set of guidelines to be used in training teachers of the disadvantaged. It is useful also as a resource reference for the individual educator. Informative materials and resources and the annotated lists of films may be helpful in lesson planning.

3. University of the State of New York. Developing Work-Study Programs for Potential Dropouts, A Manual. STEP: The School-to-Employment-Program. Albany, New York: The State Education Department, Bureau of Guidance, 1965.
   This book is specifically a reference for STEP teacher-coordinators. It gives concrete examples of profitable procedures for the education of potential dropouts in a work-study framework. It contains lesson plans, pupil worksheets, a list of audiovisual aids and a professional bibliography.

4. University of the State of New York. STEP Alumni Cases in Point II. Albany, New York: The State Education Department, Division of Pupil Personnel Services, 1968.
   The Division of Pupil Personnel Services interviewed former STEP pupils to determine their reactions to their participation in the program. The twelve cases summarized illustrate the problems faced by these pupils and by the schools, and show the results of participation in Project STEP - The School-to-Employment-Program.

2

PARENT AND COMMUNITY INVOLVEMENT

Involving parents in the education of their children has been found to raise student achievement levels in disadvantaged areas. Interaction among schools and community resources and community organizations shows positive results in students and adults.

1. Liddle, Gordon P., Robert E. Rockwell and Evelyn Sacadat. Education Improvement for the Disadvantaged in an Elementary Setting. Springfield, Illinois: Charles C. Thomas, 1967.
   This book was written so that interested teachers and parents might profit from the experience of a group of educators who sought to improve the quality of education of children from disadvantaged backgrounds. The program attempted to accomplish this with two major projects: involving the parents in the education of their children, and providing an enriched environment for the disadvantaged during and after school and in the summer months. Finally, research findings and the implications and value of this program to other communities are discussed.

2. Moynihan, Daniel P. Maximum Feasible Misunderstanding: Community Action in the War on Poverty. New York: The Free Press, 1969.
   The author attempts to explain the failure of the Economic Opportunity Act of 1964 and emphasizes the wise use of community control of public services. The program was originally begun with the basic idea that antipoverty programs should be carried out by the residents of the communities involved. According to sociological theory, this was a sound program; but in practice many problems were encountered. The author points these out without blaming those responsible, but cautions that liberals must learn from their past mistakes in order to bring unity to the nation.

3. National Congress of Parents and Teachers. The Poor, the School, and the P.T.A. Guidelines for P.T.A.'s in Low-Income Communities. Chicago, Illinois: 1969.
   This pamphlet expounds on the virtues of the Parent-Teacher Association and discusses how the organization is now finding new and dramatic ways of functioning. Also included are guidelines for initiating programs to help low-income families. Two supplements provide suggested PTA projects (including specific projects already begun around the country) and an index of references where information on various subjects can be found.

4. Some Effects of Parent and Community Participation on Public Education. ERIC-IRCD Urban Disadvantaged Series No. 3, February, 1969. New York: ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University, 1969.

   Referring specifically to the New York City School System, this paper indicates that group satisfaction, morale, production, and participation are negatively correlated with the size of a group. Minority group parents and their children in particular tend to feel powerless in dealing with middle-class institutions such as schools. Parent participation in school affairs enhances their children's development and academic achievement. A useful bibliography is included.

PRESERVICE AND INSERVICE EDUCATION

Materials for student teachers and for employed teachers which will contribute to their professional growth are found in this section. In particular, methods and procedures used by and actual experiences of teachers of the disadvantaged are included.

1. Barman, Alicerose S. Mental Health in Classroom and Corridor. Racine, Wisconsin: Western Publishing Company, Inc., 1968.
   The author does not view mental health as the absence of illness. Instead, he defines it as growth and the ability to love, work, play, and create. The book is written for use by the individual teacher and also for use in professional training, especially at the inservice training level. It provides suggestions and methods for bettering the quality of a school system, and can be an interesting guide for parents as well. At the end of each chapter are topics for discussion and a bibliography.

2. Beck, John M., Ed. Teaching the Culturally Disadvantaged Pupil. Springfield, Illinois: Charles C. Thomas, 1965.
   Of use to both prospective teachers and inservice teachers, this book discusses ways of improving the education of the culturally disadvantaged child in the elementary school. Part I describes the problem's scope and the educational advances made. Part II is concerned with the curriculum and instruction in the elementary school. Part III is devoted to school and community responsibility for the improvement of education for the culturally disadvantaged. A selected bibliography is included.

3. Carroll, Frances G. "Adjusting Our Teaching-Adapting to Other Values." Elementary English, February 1969, p. 172.
   Dean, Ethel M. "Adapting to Other Values: The Role of the Adjustment Teacher." Elementary English, February 1969, p. 196.
   The two above articles, found in the same issue of Elementary English, discuss the role of the Adjustment Teacher in the inner city school in helping teachers to adapt to values peculiar to their situation. Each author is an experienced Adjustment Teacher.

4. Center Forum, The 3(5). March, 1969. New York: Center for Urban Education.

In this issue of the magazine are various articles designed to be of interest to the elementary school teacher. One is an extensive article on curriculum - how to make it relevant to pupils, and various perspectives from teachers' and pupils' points of view. Included also are proposals for vocational education, with short sections on English, mathematics, and social studies. Two helpful tables are also inserted - a selected list of current publicly supported curriculum development projects at the elementary level, and urban education curriculum development projects.

5. Cheyney, Arnold B. Teaching Culturally Disadvantaged in the Elementary School. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.

Many teachers of the disadvantaged complain that their pupils appear uninterested and silent and thus seem to be unable to benefit from the usual instructional program. The author claims that, as a result, many of these children are taught through techniques which capitalize on their personal weakness and seldom encourage their potential strengths. In order to counteract this, he outlines alternative teaching procedures which emphasize the strengths of disadvantaged children. The book clearly presents teaching techniques and should be of use for inservice programs designed for teachers of the disadvantaged.

6. Downing, Gertrude L. The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods. The Bridge Project, Cooperative Research Project No. 935. Flushing, New York: Queens College of the City University of New York, 1965.

This is a report on the Bridge Project in which undergraduates enrolled in a teacher education program at Queens College were brought into meaningful contact with adolescents who attended schools in depressed areas of New York City. Its purpose was to find effective ways of preparing teachers with middle-class backgrounds for work in schools in culturally deprived neighborhoods. A useful bibliography is attached.

7. Fuchs, Estelle. Pickets at the Gate. New York: The Free Press, 1966.

The pressure from Negroes for full integration into American life has often required revision of school policy because improved education is considered the essential factor for gaining equality of opportunity in all fields. This book is especially written to help preservice and inservice teachers and administrators working with the inner city schools to understand current educational problems. Also included are interviews with students, which support quality integrated education.

8. Johnson, Kenneth R. Teaching Culturally Disadvantaged Pupils. 8 booklet series. Chicago, Illinois: Science Research Associates, 1967.

   The 8 titles of the series are:
   - Unit 1 - The Culturally Disadvantaged Student - Part I
   - Unit 2 - The Culturally Disadvantaged Student - Part II
   - Unit 3 - The Culturally Disadvantaged Negro Student
   - Unit 4 - Other Culturally Disadvantaged Groups
   - Unit 5 - Teaching the Culturally Disadvantaged Student - Part I
   - Unit 6 - Teaching the Culturally Disadvantaged Student - Part II
   - Unit 7 - Improving Language Skills of the Culturally Disadvantaged
   - Unit 8 - Improving the Reading and Writing Skills of Culturally Disadvantaged Students

   The eight-book series is designed for inservice teaching. The first four cover the extent and effects of cultural disadvantage, while the last four suggest effective teaching methods.

9. Journal of Negro Education, The. Washington, D.C.: Howard University Press, Howard University.

   The purpose of this quarterly is to collect and review facts concerning problems incident to the education of Negroes. It discusses and appraises current practices with the aim of stimulating the investigation of problems in Negro education.

10. Kaufman, Jacob J. "Developing Programs and Training Teachers for the Disadvantaged." Pennsylvania School Journal. March, 1969.

    This article reinforces the concept that the traditional, middle-class oriented schools cannot adequately serve youngsters from a poverty environment. It discusses ways of changing schools to fit the needs of the disadvantaged. Also mentioned are training programs for teachers of the disadvantaged and those qualifications necessary for these teachers.

11. King, Edith W., and August Kerber. The Sociology of Early Childhood Education. New York: American Book Company, 1968.

    An extensive amount of material has been written about how children learn and become socialized. This book provides an overview of the material. It introduces guidelines to be followed for specific programs than can maximize the present educational and social development of American children. For those working with the disadvantaged, it is a useful aid for preservice and inservice teacher training. For those involved with Head Start, Follow Through and similar programs, as well as all those interested in education, this book is also relevant. Included are three important appendices: a reading list for the professional, a list of materials designed to enrich children's curricular experiences, and a list of music to promote cultural pluralism.

12. Kloph, Gordon, J., and Garda W. Bowman. Teacher Education in a Social Context. New York: Mental Health Materials Center, 1967.

The authors report the outcome of an educational study designed to investigate the preparedness of teachers for working with the disadvantaged - Project Aware. By presenting various programs and case studies for the reader's enlightenment, the Project aimed to aid those interested in working with and teaching the disadvantaged by offering them insights into the experimentation and innovations of the contemporary scene. The book enables teachers and administrators to glimpse the awaiting rewards and problems encountered by those who teach the disadvantaged.

13. Kohl, Herbert. 36 Children. New York: New American Library, 1967.

This excellent and sometimes heartbreaking book gives an honest and illuminating description of how a good teacher works. It is an account of the author's experiences with a sixth-grade class in Harlem and the changes he undergoes as he and the children respond to each other. Included are short novels, drawings, stories, poems, and essays by the children. In the final section of the book, the author follows up the children since they completed the sixth grade in 1963.

14. Kontos, Peter G., and James J. Murphy. Teaching Urban Youth - A Source Book for Urban Education. New York: John Wiley & Sons, Inc., 1967.

This book was written about the Princeton-Trenton Institutes. A laboratory situation was used to examine teaching practices based on the idea that improving the competence of teachers in areas of subject matter and in teaching skills can significantly affect the quality of education. Attitude rather than actual method was stressed in the various programs, and the "indefinables" of teaching were discussed and recorded. Included in the book are sections on different subjects - the English-Social Studies and Math-Science Programs, Essays in Urban Education, an Evaluation of Teachers, and appendices of the Plan of Operation for the NDEA Summer Institute and a bibliography of materials.

15. Levine, Daniel U., and Russell C. Doll. Inner City Schools and the Beginning Teacher. Bloomington, Indiana: Phi Delta Kappa.

The pamphlet presents questions and discussion for the beginning teacher working in the inner city school; its purpose is to familiarize him with the problems of the school and community he may encounter.

16. Lohman, Joseph D. Cultural Patterns in Urban Schools. A Manual for Teachers, Counselors, and Administrators. Berkeley, California: University of California Press, 1967.
The purpose of the book is to help teachers accept and understand the subcultures that an increasing number of their students will be coming from and to help them to communicate more effectively. Teachers who have been successful in helping disadvantaged youth have provided the author with insights. The book can be used by both individuals and groups, and provides valuable starting points for discussion.

17. McGeoch, Dorothy M. Learning to Teach in Urban Schools. New York: Teachers College Press, Columbia University, 1965.
This book is about the experiences of four first-year teachers working in the slum schools of a large school system. These four teachers participated in the Teachers Corps. Through group discussions, seminars, and individual interviews, common experiences and problems were all shared. Accounts of their student teaching experience and their first year as teachers, with all the accompanying poverty, racial, delinquency, behavior and organizational problems, and of how they dealt with them, are included. The book can be helpful for new or prospective teachers as well as educators and administrators. A brief list of background reading material is also included.

18. Moore, G. Alexander. Realities of the Urban Classroom. New York: Frederick A. Praeger, 1967.
The author observed classroom procedures in three urban schools having large numbers of disadvantaged students. His reports on the adjustment mechanisms between teacher and student in coping with the demands of a teacher dominated situation are reported in sociological and anthropological terms. The book is valuable for insight into student behavior. Since each observation is followed by a discussion, comment, and questions, the book is useful for inservice education.

19. Moore, G. Alexander, Urban School Days. New York: Hunter College Press, 1964.
This is a book of field observations of classroom behavior resulting from Project TRUE (Teachers and Resources for Urban Education). The three elementary schools observed are in lower-income areas of a large city. The purpose of the book is to help the new or prospective teacher to place himself in new surroundings and avoid "cultural shock." By helping the teacher to define social situations and his place in them, it will point the way for him to work comfortably in new and strange circumstances. In this way, he can function more fully as a teacher rather than as a taskmaster or custodian.

20. Powledge, Fred. To Change a Child: A Report on the Institute for Developmental Studies. Chicago, Illinois: Quadrangle Books, 1967.

This interesting book concerns the Institute for Developmental Studies, a multidisciplinary organization. It outlines the current Institute program for helping to enrich disadvantaged children mentally, socially, and culturally. The Institute feels that teachers themselves can provide the primary source for heightened pupil interest and motivation. Intervention of society in the life of a disadvantaged child at an early age is also considered essential. The book includes methods and dialogue among children and teachers that can be very helpful to parents and teachers.

21. "Reaching the Disadvantaged." Grade Teacher. December, 1968.

This issue of Grade Teacher devotes several articles to people and techniques that have been successful in reaching disadvantaged children. It concentrates on "Top Teachers of the Disadvantaged," giving not only recognition to deserving teachers but also useful methods and interesting anecdotes from actual teacher-pupil situations.

22. Rivlin, Harry N. Teachers for Our Big City Schools. New York: Anti-Defamation League of B'nai B'rith, 1965.

This pamphlet points out the need in education today for better teachers to handle the increasingly complex urban school problems. It condemns modern teachers who flee the difficult schools for easier ones. Much can be done with the material at hand. Teacher laboratories can aid the urban teacher, helping the inexperienced teacher to be more effective, improving teacher morale (deprived children can learn), and in other ways.

23. Selected Bibliography on Teacher Attitudes, A. ERIC-IRCD Urban Disadvantaged Series, No. 1, January 1969. New York: ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University, 1969.

This bibliography is a selective rather than an exhaustive one, dealing with the attitudes of teachers toward their disadvantaged students. The preface suggests that it be used along with an earlier ERIC-IRCD bibliography, The Education of Teachers of the Disadvantaged: A Selected Bibliography. Information on price and how to obtain the materials is included.

24. Smith, Louis M., and William Geoffrey. The Complexities of an Urban Classroom, An Analysis Toward a General Theory of Teaching. St. Louis, Missouri: Washington University, Graduate Institute of Education, 1968.

A cooperative effort between an elementary school teacher and an educational psychologist analyzes the day-to-day issues of teaching within a slum classroom. While it is written from the teacher's viewpoint, the book includes many accounts of what the children did and said and their impact on the teacher.

25. Storen, Helen F. The Disadvantaged Early Adolescent: More Effective Teaching. New York: McGraw-Hill Book Company, Inc., 1968.

This book, directed at future teachers, treats the junior high years. It contains accounts of teachers analyzing their own problems and experimenting with various methods and techniques. The book is indexed and has a small bibliography.

26. Trubowitz, Sidney. A Handbook for Teaching in the Ghetto School. Chicago, Illinois: Quadrangle Books, 1968.

Designed to encourage teachers to accept positions in depressed-area schools and to help new teachers in the ghetto, this book deals with teaching methods that apply especially to children in ghetto neighborhoods. From the experiences of those teachers who have succeeded in the ghetto, the author has drawn some general principles of success. He attempts to help teachers understand a ghetto school and its community and shows how teachers can develop meaningful curriculum context. He describes common causes of difficulty for new teachers and solutions to these problems. A bibliography is included.

27. University of the State of New York. Inservice Training Course for Instructors of MDTA Classes. Albany, New York: The State Education Department, Bureau of Continuing Education Curriculum Development, 1968.

This pamphlet gives the teacher of an MDTA course an idea of what the Manpower Development and Training Act is about as well as a topical outline geared to the requirements of teaching an MDTA course.

28. Usdan, Michael D., and Frederick Bertolaet. Development of School-University Programs for the Preservice Education of Teachers for the Disadvantaged Through Teacher Education Centers. Evanston, Illinois: Northwestern University Press, 1965.

The teacher of the disadvantaged requires educational preparation other than the traditional. This book consists of the reports of three task forces composed of school, college, and university staff members. Task Force One was charged with the development of a description of teacher behavior required for satisfactory teacher performance in depressed areas. Task Force Two was charged with the development of descriptions of the teacher education curriculum which would elicit the teacher behavior described by Task Force One. Task Force Three was charged with the identification of criteria against which success of the curricular content and experiences developed by Task Force Two could be measured. These reports have served as the basis for the development of School-University Programs for the Education of Teachers of the Disadvantaged.

29. Usdan, Michael D., and Frederick Bertolaet. Teachers for the Disadvantaged. Chicago, Illinois: Follett Publishing Company, 1966.

Feeling that adequate education for the underprivileged is significantly affected by the quality of teachers, the authors undertook a project to provide better teachers in today's depressed urban areas. The book describes what desirable teacher behavior is and how teachers can be prepared for this type of teaching. It also provides criteria for evaluating these teachers.

PROGRAM DEVELOPMENT

In this section government-sponsored programs and projects specifically designed to understand and aid the disadvantaged are evaluated and analyzed. Progress reports and research on learning ability, motivation, and social skills are included in the various project studies.

1. Bienstock, Theodore, and William C. Sayres. STEP School to Employment Program, an Appraisal. Albany, New York: The University of the State of New York, The State Education Department, Division of Research, 1964.
   This report analyzes STEP, the work-study program for potential dropouts. Its purpose is to give insight into the scope of the program and the problems which have arisen during its course. It should be of value in strengthening the program and in future planning.

2. Board of Education of the City of New York. Educating Students for Whom English is a Second Language. New York: 1966.
   This booklet is a collection of information on educational programs related to the teaching of English as a second language. It describes various programs and activities which will help achieve language mastery and promote an appreciation of cultural differences. A bibliography is included.

3. Board of Education of the City of New York. Evaluation of the Higher Horizons Program for Underprivileged Children. New York: Bureau of Educational Research, 1964.
   This detailed study evaluates the Higher Horizons Program, the purpose of which was to develop techniques for improving identification, motivation, enrichment, and education of culturally disadvantaged children and their parents. The complete program, results, and suggestions for improving and expanding it are presented.

4. Cozzo, Joyce R., Joseph R. Klein, and John D. Gathings. A Minority of One. San Bernardino, California: San Bernardino City Schools, 1964.
   The book describes how significant advances for the disadvantaged can be made in academic achievement and realization of potential through the Training Natural Talent (TNT) Project. One school system, characterized by a large majority of Negro and Mexican-American students and a record of low scholastic achievement and poor teacher morale, was chosen to participate in the project. The project was successful in helping these disadvantaged youths to realize their potential and self-worth.

5. Crosby, Muriel. An Adventure in Human Relations. Chicago, Illinois: Follett Publishing Company, 1965.

   An attempt to solve the educational problems of the school system in Wilmington, Delaware caused by desegregation, teacher shortage, in-migration of the poor and out-migration of the better-off is described. The Three-year Experimental Project on Schools in Changing Neighborhoods was set up under the joint sponsorship of the Wilmington Board of Education and the National Conference of Christians and Jews. The project is followed from start to finish, and significant follow-up projects are mentioned. The report is useful to the individual teacher as well as superintendents and school boards faced with the problem of improving human relations within their districts.

6. Dawson, Helaine S. On the Outskirts of Hope: Educating Youth from Poverty Areas. New York: McGraw-Hill Book Company, Inc., 1967.

   The author describes her experiences in the job-training programs of the Youth Opportunities Center in Hunter's Point, San Francisco, which was established under the Manpower Development and Training Act of 1962. The problems and rewards of the job-training programs are related and their continued financial support justified.

7. Fader, Daniel N., and Elton B. McNeil. Hooked on Books: Program and Proof. New York: F.P. Putnam's Sons, 1968.

   Because English and, more importantly, literacy is so essential to today's students and especially to the disadvantaged, the authors investigated some poverty-stricken high schools and discovered students without any hope for a bright future and teachers who had lost the means, or the desire, to rekindle this hope in their pupils. The authors' aim in writing this book is to help make learning more relevant to the disadvantaged so that subjects taught in today's schools can be of practical value to students, and to stimulate teachers and students to active participation in the classroom. The authors feel this can be done by a program known as "English in Every Classroom," based on the concepts of saturation and diffusion. That is, materials are used in all classes that will be important to the student when he leaves school and are a pleasure to use while he is learning. Inherent in the success of the program is, first of all, a necessary change in attitude, on the part of both teachers and students. Very interesting and informative reading.

8. *Field Test and Evaluation of Selected Adult Basic Education Systems*. New York: Greenleigh Associates, Inc., 1966.
   This is a report of the findings of a large-scale field test of four reading systems which have been developed for functionally illiterate adults: (1) AIR--American Incentive to Read; (2) SRA--Reading in High Gear; (3) Mott--The Mott Basic Language Skills Program; (4) Follett--Systems for Success. The purpose of the project was to evaluate the effectiveness of these learning systems. It describes the results of the field test conducted in three states, involving about 1,900 welfare recipients reading below the fifth grade level and 108 teachers.

9. Fox, David J. *Expansion of the More Effective School Program: Evaluation of New York City Title I Educational Projects*. New York: Center for Urban Education, 1967.
   This report discusses the aims and outcomes of the More Effective Schools (MES) Program. Specifically, the program was designed to reshape curriculum and introduce new and special procedures which would help meet the urgent needs existing in the urban schools. Included are the tables, charts, and statistical calculations that document the progress of MES.

10. Frazier, Alexander, Ed. *Educating the Children of the Poor*. Washington, D.C.: National Education Association, Association for Supervision and Curriculum Development, 1968.
    The pamphlet deals with the major educational responsibility of the low-income parent - the intellectual and emotional education of their children. Included are reports of existing programs and a critical review of them.

11. Kohl, Herbert R. *Teaching the Unteachable*. New York: The New York Review of Books, 1967.
    In this short booklet, the author delineates principles for encouraging creative writing in disadvantaged pupils. Mr. Kohl first gained his students' confidence. They then wrote freely of their personal experiences. He pleads with teachers of the disadvantaged to acoid the belief that their students are silend and unresponsive creatures.

12. Marburger, Carl L. *Basic Considerations for Educational Planning for Children in Depressed Urban Areas*. New York: Teachers College, Columbia University, 1963.
This pamphlet discusses the Great Cities Project of Detroit and the problems of providing equal education to the disadvantaged in that city. More effective teaching was promoted through workshops, inservice programs, and team teaching. These techniques were aimed at changing teacher attitudes as needed sources of enthusiasm and reinforcement for the students. Curriculum modification, including addition of instructional materials, was considered another essential step toward quality education. The project organizers also found that the cooperation of school administrators and of parents in these efforts is necessary if programs are to be effective.

13. Metfessel, Newton S., and William B. Michael. "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs." *Educational and Psychological Measurement* (27). 1967.
This article represents a rationale to facilitate the evaluation of exemplary and innovative school programs of wide scope. It includes a step-by-step procedural outline of the evaluation process and a detailed listing of multiple criterion measures for evaluating specific behavioral objectives.

14. Mitchell, Howard E. *A Summer Pilot Residential Educational Project for Culturally Deprived Youth*. Philadelphia, Pennsylvania: University of Pennsylvania, 1965.
This project was designed to study the characteristics, attitudes, problems, and aspirations of disadvantaged males between the ages of sixteen and twenty-one who were unemployed and the victims of inadequate educational opportunities. The staff hoped to contribute to the knowledge of educators and social scientists and to make recommendations for improving other programs. Included are all procedures, discussion, results, and statistical information.

15. Mount Holyoke College. *ABC Summer Program 1966*. South Hadley, Massachusetts: 1966.
The organization and activities of the first ABC Summer Program for girls sponsored by Mount Holyoke College is described. Its purpose was to enhance the quality of education for highly motivated ninth, tenth, and eleventh grade girls from disadvantaged circumstances and to increase the possibility of a college education for them.

16. National Advisory Council on the Education of Disadvantaged Children. Title I, ESEA: A Review and Forward Look - 1969. Washington, D.C.: 1969.

The Fourth Annual Report of the National Advisory Council on the Education of Disadvantaged Children includes a review of the present status of Title I, ESEA; criteria for judging success in compensatory education programs; the results of the study on nonpublic school children participating in Title I; and the impact of Title I on the health and learning of disadvantaged children. The Council also includes a summary of important points about Title I and the education of the underprivileged. Finally, the appendix contains examples of comparisons of successful and "unsuccessful" programs, and community case studies of nonpublic school children and Title I.

17. Phillips, Nina. Conversational English for the Non-English Speaking Child. New York: Teachers College, Columbia University, 1968.

This pamphlet, which is both a manual and a reference book for teachers and volunteers, was written with special emphasis on the needs of the disadvantaged child who is burdened with the extra problem of a language barrier. Included are methods and materials that will help improve vocabulary and increase verbal facility. A list of reference materials and information is also provided. The methods outlined in this publication are solely audio-visual-lingual and do not include reading and writing instruction.

18. Riessman, Frank. Strategies Against Poverty. New York: Random House, 1969.

Divided into two parts, the book includes, first, the three major antipoverty theories of the 1960's - Alinsky's conflict model, the welfare crisis strategy of Cloward and Piveu, and the New Careers model of Riessman and Pearl. The New Careers model receives special attention as a program designed to alleviate poverty by providing careers with chances of advancement for the underprivileged. Secondly, it deals with programs in the human services, the Moynihan Report, the neighborhood service center model, and a discussion of family planning.

19. Taba, Hilda. Teaching Strategies for the Culturally Disadvantaged. Chicago, Illinois: Rand McNally and Company, 1966.

This book has been written specifically for culturally and educationally deprived children. These young people come from low socioeconomic classes, are usually members of minority groups, and have learned little in school. For them, the reshaping of curriculum and the way it is taught is a vital and ongoing problem. Imparting purpose and excitement into school routines and lessons are basic themes developed in the book. The material to be learned is seen as both traditional for academic purposes, and unconventional in content meaningful to these children. The book will be a helpful guide in building a testing curriculum.

20. United States Department of Health, Education, and Welfare. *Improving English Skills of Culturally Different Youth in Large Cities*. Washington, D.C.: Office of Education, 1964.
    The research that went into the organization of a Conference on Improved English Skills of Culturally Different Youth in Large Cities, sponsored by the U.S. Office of Education, and the formal speeches presented at it, are included. The reader will find that the major emphasis is on successful classroom experiences for students of culturally different backgrounds. The successes described and the methods used may help teachers sustain their interest in teaching. The successes that the students experienced were instrumental in preserving their enthusiasm and motivation.

21. United States Department of Health, Education, and Welfare. *Pacesetters in Innovation Fiscal Year 1968*. Washington, D.C.: Office of Education.
    This book compiles information on the PACE program (Projects to Advance Creativity in Education) and is indexed according to principles developed in ERIC (the Educational Resources Information Center.) The resumés highlight the significance of various projects. Indices include the subject index, the local education agency index, project number index, project resumés, and available publications and services.

22. University of the State of New York. *Assessment and Evaluation Handbook, Title I, ESEA*. Albany, New York: The State Education Department, Division of Evaluation, Office of Research and Evaluation, 1968.
    This manual is intended to assist local school personnel in identifying appropriate evaluation techniques and devices to assess the effectiveness of programs initiated under Title I of the Elementary and Secondary Education Act of 1965.

23. University of the State of New York. *Conference on Library Services for the Disadvantaged, Proceedings Summary*. Arden House, Harriman, New York. December 10-11, 1964. Albany, New York: The State Education Department, The New York State Library, Division of Library Extension, 1964.
    This conference included library system staff members and other key people concerned with projects financed under the Library Services and Construction Act. Projects for the disadvantaged in public library systems are described in the proceedings summary as well as areas of cooperation and ways to coordinate the projects.

24. University of the State of New York. Experimental and Innovative Programs 1968-1969. Albany, New York: The State Education Department, Division of Research and Center on Innovation in Education, 1968.
This report is one of several annual reports designed to inform the educator of the activities conducted under the New York State Experimental and Innovative Programs. The first part of the report summarizes selected programs, while the remaining section contains abstracts of all projects supported under Experimental and Innovative Programs funds during 1968-69. Available materials and reports are described, and the names and addresses of key personnel associated with each project are given. This publication ought to stimulate the development of similar programs in local districts and the development of new research programs.

25. University of the State of New York. Helping Educationally Disadvantaged Children - The Second Year of Project ABLE. Albany, New York: The State Education Department, Bureau of Guidance, 1964.
This annual report on Project ABLE describes project activities in the sixteen participating school districts. It demonstrates practical solutions to the problems of educating pupils from disadvantaged backgrounds.

26. University of the State of New York. Project PEP: Program to Excite Potential. Albany, New York: The State Education Department, Center on Innovation in Education, 1966.
The program's primary purpose is to redirect negative or apathetic attitudes; secondly, to increase knowledge and usable skills. It is designed to motivate the culturally disadvantaged by supplementing their backgrounds with special instructional activities in music, dance, dramatics, literature, and arts and crafts. Guidance activities help to improve the children's self-image. Their experiences in social living can be applicable in real life situations. Background information, the planning, proposed operation, and a final evaluation of the program are included. A list of rules that must be adhered to and the application form for admittance to the program have been inserted.

27. University of the State of New York. Project PEP, An Evaluation of the Summer Program for Disadvantaged Students Held at Skidmore College. Albany, New York: The State Education Department, 1968.
This program was designed to stimulate greater interest and participation in the regular school program and to raise the objectives and goals of the students through exposure to the performing arts. The evaluation of Project PEP is based on the measurement of observed attitudinal changes toward these objectives.

28. University of the State of New York. A Study of Four Library Programs for Disadvantaged Persons. Albany, New York: The State Education Department, Division of Library Development, 1968.

This is a report of the findings of a study conducted by Bank Street College of Education of the progress of four projects in New York City library systems which have been operating under Library Services and Construction Act, Title I grants to offer library services to the disadvantaged. The projects, their services, and their effects are described.

29. University of the State of New York. Title I ESEA, One Hundred Selected Projects. Albany, New York: The State Education Department, Office of the Coordinator, Title I, ESEA, 1967.

This is a compilation of programs for educationally disadvantaged students planned and initiated by local school districts in New York State through Title I and the federal funds allocated to it. The project descriptions are organized under subject matter or supportive service headings, and include information on the children served, the staff employed, and the type of activities conducted.

30. University of the State of New York. Urban Education. Albany, New York: The State Education Department, 1967.

The first of a series of position papers, issued by the Board of Regents, deals with the special needs and problems of education in today's urban areas. The objective of the educational system is to provide equal opportunity for all races and social classes. This pamphlet cites the reasons why action for better education is imperative, and contains guidelines for "action programs" to be started at all levels of government.

31. Walbesser, Henry H., and Heather Carter. "Some Methodological Considerations of Curriculum Evaluation Research." Educational Leadership (26). 1968.

This article describes and uses graphs to illustrate methods for curriculum evaluation. The suggestions and techniques easily could be applied in the areas of curriculum development and modification. The evaluation emphasizes behavioral data.

PUPIL EVALUATION AND TESTING

The diagnosis of classroom and individual learning along with judgments on the validity of tests as instruments for drawing inferences are among this list of readings.

1. Adkins, Dorothy C. "Measurement in Relation to the Educational Process." *Human Learning in the School: Readings in Educational Psychology*. New York: Holt, Rinehart and Winston, 1963, pg. 575-586.
   This article proposes and develops a theory of testing based on Skinner's theory of learning. It discusses the purpose of testing and methods of developing tests which can achieve this purpose.

2. DeCecco, John P., Ed. *Human Learning in the School: Readings in Educational Psychology*. New York: Holt, Rinehart and Winston, 1963.
   The book of readings provides a research orientation to the question of how children learn and how they can be helped to learn better.

3. Ebel, Robert L. "Must All Tests Be Valid?" *Human Learning in the School: Readings in Educational Psychology*. New York: Holt, Rinehart and Winston, 1963, pg. 597-614.
   The article considers several definitions of the term "validity" and the implications of each. It includes questions of meaningful criteria, tests as instruments for drawing inferences, and pitfalls in evaluating validity.

4. Ebel, Robert L. "Prospects for Evaluation of Learning." *National Association of Secondary School Principals Bulletin* 52 (332). December, 1968.
   The claim is made and argued that social and technological changes are affecting educational evaluation in three major ways: by increasing the emphasis on education and its evaluation; by hastening the development of versatile test scoring devices; and by increasing misgivings about the adequacy of present tests and testing programs. The article deals in some detail with various aspects and effects of testing.

5. Fox, Robert, Margaret Luszki and Richard Schmuck. *Diagnosing Classroom Learning Environments*. Chicago, Illinois: Science Research Associates, 1966.
   The booklet focuses on the process of getting reliable information about classroom functioning. It includes presentation and discussion of useful techniques for gathering data as well as suggestions to help classroom teachers in organizing and making use of these data.

6. Fox, Robert, R. Lippit, R. Schmuck and E. Van Egmond. Understanding Classroom Social Relations and Learning. Chicago, Illinois: Science Research Associates, 1966.
A thorough elaboration of the theories that relate classroom interpersonal relations and subject-matter learning, this volume presents validating evidence based on ten years of research in the schools and should be valuable to teachers interested in improving the classroom learning climate.

7. Gagne, Robert M. "Educational Objectives and Human Performance." Learning and the Educational Process. Chicago, Illinois: Rand McNally and Company, 1965. pg. 1-24.
Practical goals of education, particularly those which pertain to occupational ends, and methods of establishing and analyzing specific objectives within the educational process are discussed in this article.

8. Gagne, Robert M., and Robert C. Boiles. "A Review of Factors in Learning Efficiency." Human Learning in the School: Readings in Educational Psychology. New York: Holt, Rinehart and Winston, 1963, pg. 30-51.
The article reviews the conditions of learning that have been manipulated somewhat successfully by experimental psychologists. It advocates use of practical settings, rather than the laboratory.

9. How Much are Students Learning? Plans for a National Assessment of Education. Ann Arbor, Michigan: The Committee on Assessing the Progress of Education, 1968.
The goal of the Committee on Assessing the Progress of Education is a public understanding of the progress of education in America. The Committee has developed achievement tests which are now in use. These measure individual differences among pupils and can be used to establish reliable average scores for grades or schools. This small pamphlet explains why and how the results will be communicated.

10. Johnson, Orville G. Education for the Slow Learner. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.
This book attempts to define the problem presented by the slow learner on all levels, K-12, from an educational point of view. It will help administrators, supervisors, and teachers better understand individual slow learners as well as the total scope of the educational problem they present. It is useful in planning and organizing programs and instructions, and it presents tested methods accompanied by actual examples. A section on criteria for evaluation, grading, and promotion is included.

11. Lesser, Gerald S. Mental Abilities of Children in Different Social and Cultural Groups. New York: Hunter College, City University of New York, 1964.

This research project is an empirical study of different mental abilities in first-grade children from different social classes and cultural backgrounds. The list of references is extensive.

12. The New England Educational Assessment Project. A Guide to Assessment and Evaluation Procedures. Providence, Rhode Island: October, 1966.

The booklet is designed especially to aid local school district personnel in evaluating Title I and other special education projects. Among others, there are sections on assessment planning charts, selection and development of evaluation instruments, and guidelines for data analysis.

13. Ojemann, Ralph H. "Should Educational Objectives be Stated in Behavioral Terms?" Elementary School Journal 68(5). February 1968.

A distinction is made, in the area of overt behavior, between behaviors produced in a controlled motivational setting such as a classroom or testing situation and behaviors occurring when the student is on his own. It is argued that this distinction must be taken into account in developing curricula and in designing evaluation.

14. Schmuck, R. M. Chesler and R. Lippitt. Problem Solving to Improve Classroom Learning. Chicago, Illinois. Science Research Associates, 1966.

The booklet describes the problem-solving sequence for the classroom, including identification of problems, selection of diagnostic tools, use of diagnostic data, and behavioral science resources to plan for classroom improvements, and evaluation of classroom changes.

15. Stoughton, Robert W. The Testing Service: A Design for Program Development. Hartford, Connecticut: State Department of Education, Bureau of Pupil Personnel and Special Educational Services, 1959.

The purpose of this bulletin is to contribute to more effective use of tests in our schools and to attain a desirable balance between under-emphasis and over-emphasis of standardized tests. Although addressed primarily to those who are responsible for tests in public schools, it includes information that can be of use to all teachers and counselors. It contains pupil appraisal techniques, plans for a testing program, criteria for test selection, and use of test results. Particularly helpful to teachers is the appended list of tests and their description. Also useful is a selected annotated bibliography of materials dealing with the topics covered in the publication.

SELECTED AUDIOVISUAL SOURCE AND REFERENCE LIST

Information on the use of audiovisual instructional materials and devices as well as lists of films and other audiovisual materials are contained under this heading. A more extensive list can be found in the 1968 edition of Annotated Bibliography - Educating the Disadvantaged.

1. Goldstein, Edward. Selective Audio-Visual Instruction for Mentally Retarded Pupils. Springfield, Illinois: Charles C. Thomas, 1964.

   The author believes educable mentally retarded pupils show a marked increase in learning and retention when selected audiovisual materials are used in instruction. This book explains the factors involved in audiovisual education of the mentally retarded. Lesson plans, film and book bibliographies as well as other useful appendices are included.

2. University of the State of New York. Education and Race Relations. Albany, New York: The State Education Department, Division of Educational Communications, Bureau of Mass Communications, 1966.

   This pamphlet presents a list and description of twenty-eight films which will be useful sources of information for understanding the special problems of educating today's disadvantaged youth. In New York State, it is available at no cost and is a valuable aid to administrators, teachers, and adults interested in dealing with this crucial issue.

SOCIOECONOMIC FACTORS

Readings in this category are designed to give the middle class teacher of disadvantaged children an idea of the culture and life style of the poor and deprived in America. An understanding of the conditions which make up the children's environment is a step toward solving the increasing problems in educating the disadvantaged.

1. Adler, Sol. The Health and Education of the Economically Deprived Child. St. Louis, Missouri: Warren H. Green, Inc., 1968.

   Despite the American ideology of equality of opportunity, the poverty that exists does not allow for equal physical, mental, social, or emotional development. This deprivation exists because unfortunate people have been denied their rights due to their social heritage. The author is of the opinion that environmental factors play an exceedingly great role in shaping human development, and that poverty and sociocultural and maternal deprivation are some of these factors. Adler feels that, besides denying individuals an opportunity to exhibit their abilities, the course of action now being followed by American society demands increasingly costly welfare programs that do little to alleviate the underlying causes of the problem. The book summarizes the most important current material which will give educators, and those interested in the deprived child, an interesting overview of the present situation.

2. Bernstein, Abraham. The Education of Urban Populations. New York: Random House, 1967.

   Bernstein offers the reader ideas in the social foundations (environment, intelligence, cultural poverty) and includes a small amount of material on actual methods and the instructional solutions for educational improvement that are needed in today's urban schools. The book primarily consists of arguments and prescriptions for improving the urban school system in "extra-classroom" concerns not necessarily having to do with the actual classroom situation.

3. Chapin, I. Stuart, Jr., and Shirley F. Weiss. Urban Growth Dynamics in a Regional Cluster of Cities. New York: John Wiley and Sons, Inc., 1966.

   Taken from a series of urban studies, the book deals with today's important question of urbanization. Urbanization problems are compounded by the interrelated factors of economic development, politics, and social change. Four basic questions are explored in this book: what is the growth potential, sociopolitical factors affecting the potential, social correlates of this growth, and the factors governing the city's physical expansion. The questions are all discussed with the idea that theory, developed from research, is closely connected to reality.

4. A Conference on Functional Illiteracy. New York: American Book Publishers Council, 1964.

   This pamphlet contains the important discussions, notes, and lectures recorded at the Conference on Functional Illiteracy. The several participants were highly respected educators desiring to understand and act upon the problem of illiteracy by pooling their ideas and by formulating possible solutions to the problem. The conference identified the functional illiterate as being Negro in the majority of cases, discussed currently operating programs and the kinds of supplementary and literary materials needed to combat this illiteracy, and finally discussed motivation as a primary factor related to this problem.

5. Cowles, Milly. Perspectives in the Education of Disadvantaged Children: A Multidisciplinary Approach. New York: The World Publishing Company, 1967.

   Teachers and others interested in education will find this reading of prime importance. The book is comprised of basic concepts from various disciplines which may be related to education, including anthropology, sociology, medicine, social work, and psychology. It is divided into three sections - Poverty and Its Effects, The Children of Poverty, and Educational Implications.

6. Deutsch, Martin, Irwin Katz, and Arthur R. Jensen. Social Class, Race and Psychological Development. New York: Holt, Rinehart and Winston, Inc., 1968.

   Through analytical and scientific procedures, this book seeks to answer practical and relevant questions with respect to inequality, human development, and educational opportunities. The book reflects the current behavioral and social scientific outlooks. It is divided into four parts, dealing with Biogenetic Perspectives, Basic Processes in Intellectual Development, Social and Psychological Perspectives, and The Education of the Disadvantaged. The writing is detailed but quite informative.

7. DuBois, William Edward Burghardt. The Souls of Black Folk. New York: Avon Press, 1965.

Although first published in 1903, this book is very up-to-date. At the time it was written, the Negro was only 50 years out of slavery, yet the author expresses in a modern way the plight of the Negro in America. He explains the lack of family stability and the high incidence of crime among Negroes. In one chapter he compares the lives of two men brought up on the same plantation, one Negro and one white.

8. Eddy, Elizabeth M. Urban Education and the Child of the Slum. Project TRUE. New York: Hunter College, City University of New York, 1965.

Beginning with background material on the problems of transition from an agrarian to an industrial society, this book continues with the need to prepare a child for entering the public school and evaluates the present educational situation among the disadvantaged. The effects of poor education on the disadvantaged child are also dealt with.

9. Fantini, Mario, and Gerald Weinstein. The Disadvantaged: Challenge to Education. New York: Harper and Row, 1968.

A significant book whose main thesis is that through understanding the problems of the educationally deprived comes an understanding of the educational needs and problems of all American children. It diagnoses and analyzes the problems and offers treatment and recommendations. The authors have designed a "relevant curriculum" and suggest strategies for its achievement.

10. Frazier, Franklin. Rise of a New Middle Class in U.S. Glencoe, Illinois: The Free Press, 1957.

A sociological analysis of the behavior, attitude, and values of the Negro middle class. Part I describes its origin, and its economic, educational, and political influence. Part II discusses its "world of make believe."

11. Gottlieb, Davis. Understanding Children of Poverty. Chicago, Illinois: Science Research Associates, Inc., 1967.

Though addressed to educators, this book does not deal with teaching methods and programs. It tries rather to develop an understanding of deprived youth. Conditions that tend to exacerbate deprivation and ways of dealing with those conditions in the schools are discussed.

12. Havighurst, Robert J., and Bernice L. Neugarten. Society and Education. Boston, Massachusetts: Allyn and Bacon, 1957.

The general theme of this book is that the child brings his cultural values with him when he enters the classroom. The authors also discuss in detail several of the forces which influence people involved with the educative process of the child.

13. Isenberg, Irwin. The Drive Against Illiteracy. New York: H. W. Wilson, 1964.

The relationship between poverty and undereducation is a close one. The first part of this book discusses the worldwide struggle against illiteracy. The remaining 3 sections focus on the United States. The extent of illiteracy and its impact upon the individual is made clear. An entire section is devoted to educating the underprivileged child, with articles by such experts as Martin Deutsch and Frank Riessman. The book's final section states what can be done and what is being done to fight illiteracy. A bibliography is included.

14. Keach, Everett T., Jr., Ed. Education and Social Crisis. Perspectives on Teaching Disadvantaged Youth. New York: John Wiley and Sons, Inc., 1967.

The book is divided into three main parts, each consisting of several discussions by various authors. Part I discusses the culture and the life style of the disadvantaged, and is a source for background material on several minority groups, both urban and rural. The second part describes the effects of these subcultures on the individual child and especially on his school achievement. The third part describes the various programs that have been developed to meet the special educational needs of the disadvantaged.

15. Kerber, August, and Barbara Bomarito. The Schools and the Urban Crisis. A Book of Readings. New York: Holt, Rinehart and Winston, 1966.

The authors of this book declare that the greatest problem facing education today is preparing students for the problems of adult life tomorrow. One purpose of the book is to show how the rapid changes in our society have led to increasing problems in education as well as in other areas. In many selections the book discusses how schools are directly tied to urban society, how they have reacted and adapted to the cities, and what conflicts are encountered in structuring new policies of education.

16. McCabe, Alice. Pursuit of Promise. A Study of the Intellectually Superior Child in a Socially Deprived Area. Prepared for the Committee on Family and Child Welfare, Department of Public Affairs. New York: Community Society Service of New York, 1967.

This is a lengthy and detailed study of motivation for academic success and of those factors which influece this success. It is not an analysis of intellectual capacity or achievement. It was designed to aid students to develop and sustain motivation and to attain social adjustment, and to help parents form attitudes more conducive to encouraging their children's optimum achievement. Experimentally, group methods were used to study the children. A control group design was developed for evaluative purposes. Statistics, charts, and tables are included.

17. Miller, Harry L. Education and the Metropolis, A Book of Readings. New York: Hunter College, City University of New York, 1964.

This is a collection of readings on Project TRUE (Teacher Resources for Urban Education). The project has been conducted at Hunter College Curriculum Center since 1962 under a grant from the United States Office of Juvenile Delinquency and Youth Development. The purpose of these materials is to help the teacher understand the problems of urban education and its underlying social problems. Part I presents the background of the problem while Part II discusses the "alienated learner" and his value differences. Public and professional differences make up Part III, in which such topics as curriculum and materials as well as methods of desegregating schools are discussed and compared. Some excellent photographs, pertinent newspaper articles, and examples of children's work serve to round out the collection.

18. Minuchin, Salvador et al. Families of the Slums: An Exploration of Their Structure and Treatment. New York: Basic Books, 1967.

This is a study of a group of adolescent children of the poor. The children and their families are described, along with the therapeutic approaches undertaken. The book concludes that among these families disorganization is extensive and that these families seem to be self-perpetuating. Such families have isolated themselves from the community and will not go to professional agencies for help; therefore, the professionals must go to them.

19. Pavenstedt, Eleanor. The Drifters: Children of Disorganized Lower-Class Families. Boston, Massachusetts: Little, Brown and Co., 1967.

The Drifters is a study of 21 children of disadvantaged families who were pupils in a preschool program which ran from 1960-1965. The influence of constant deprivation, devaluation, and danger which make up the children's environment are shown to contribute to developmental deviations. These deviations are described, along with the family situations that have produced them. The book concludes with a survey of the effects of the program.

20. Pringle, M. L. Kellmer. Deprivation and Education. London: Longmans, Green & Co. Ltd., 1965.

Based on personal observation, this book studies the relationship between early deprivation and the capacity to learn. The children studied were all between the ages of four and fourteen. The effects of deprivation are discussed in connection with language development, prolonged separation and emotional adjustment, behavior distinguishing the disturbed and normal child, and the effects of remedial education on maladjusted children. In addition to the results found in the study, constructive recommendations are given. The book will be of practical value to research workers, but is also valuable to all those interested in children and their welfare. A bibliography is included.

21. Rees, Helen E. *Deprivation and Compensatory Education*. New York: Houghton Mifflin Company, 1968.

    This book covers a large scope in dealing with the problems of poverty and deprivation in America. It reviews the underlying philosophy as well as programs and procedures for compensatory education. A supplementary list of books, films, and articles is included.

22. Schwebel, Milton. *Who Can Be Educated?* New York: Grove Press, Inc., 1968.

    It is a fact that children of deprived backgrounds receive inferior education; children of deprived backgrounds are also expected by educators to learn less. And because of these factors, these students *do* learn less. Until the present, it was the fallacy of education to blame this fact on the child and not on the school. The low IQs, the retarded motivation, and the many other problems of the day are social products and need to be dealt with as such. The book outlines a strong case for the need for change in today's basic theories, which will only be meaningful when adopted by the society as a whole. The author believes that every man can be educated, and his book offers a strong argument for this belief.

23. Shaycoft, Marion F. *The High School Years: Growth in Cognitive Skills*. Pittsburgh, Pennsylvania: American Institute for Research and School Education, 1967.

    This book summarizes the results of a study dealing with high school students and their secondary schools. Utilization of the results will help provide answers to many important questions facing American educators. Among the material obtained, some findings have special significance for the disadvantaged, in that differences among schools do have a substantial effect on students' performances and that various socioeconomic factors have already had a direct effect on students before they enter high school. Because of the large number of tables and mathematical calculations included in the report, the reader should possess at least some statistical knowledge to understand this book.

24. Smith, Robert M. *The Relationship of Creativity to Social Class*. Pittsburgh, Pennsylvania: University of Pittsburgh, 1965.

    There is evidence that children from various socioeconomic situations will be quite different in their creativity. This study investigates the correlation between the two.

25. University of the State of New York. *The Disadvantaged: A Program for Understanding*. Albany, New York: The State Education Department, The New York State Library, 1966.

This is the syllabus of a course in social problems as taught by Val Clear, Chairman, Department of Sociology and Social Work, Anderson College, Anderson, Indiana. Imaginatively done, it is a reading-discussion program. Insight into various social problems such as alcoholism, juvenile delinquency, and drug addiction is gained through reading literature dealing with these problems rather than textbooks. Through reading it is hoped the reader will, in a way, experience the problems rather than gain only an academic knowledge of them. It is especially valuable for its bibliography of the excellent readings used in the course.

26. *Youth in the Ghetto*. New York: Harlem Youth Opportunities Unlimited, Inc., 1964.

This book discusses at length the purposes and plans for improving the well-being of the youth of Harlem. Basically, the problems encountered by these young people are looked upon as social, requiring social action. Some of the needs of Harlem's youth are education (including compensatory programs), employment opportunities (sufficient training and ability), the strengthening of family life, and cultural enrichment. The projects designed to meet these needs can help provide the evidence that there is hope for the ghetto, and can develop in the participants personal pride and confidence for future undertakings. The fact that the youth themselves directly plan and carry out these programs can help channel their excess energies constructively. The report contains many charts and tables which statistically prove that educational standards, the mortality rate, the dropout problem, overcrowded conditions, juvenile delinquency, and unemployment reflect the magnitude of the problems encountered by this large disadvantaged population.

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Downing, Gertrude L. . . . . . PIE
Duberman, Martin B. . . . .IGR b.
Dubois, William Edward Burghardt. . . . . SEF
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Edgar, Robert W. . . . . . .IGR c.
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Educational Facilities Laboratories . . . . .AO
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Epstein, Charlotte . . . . .IGR c.
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Fantini, Mario . . . . SEF
Farley, Richard. . . . . . . CD a.
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Fox, David J. . . . . .PD
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Frierson, Edward C. . . . . . . .HC
Frost, Joe L. . . . . CD c.
Fuchs, Estelle. . . . .PIE,IGR b.
Gagne, Robert M. . . . . .PE
Garrett, Henry E. . . . . . .IGR b.
Gibson, John S. . . . . . . .IGR c.
Gittell, Marilyn. . . . . . GR,AO
Gittler, Joseph B. . . . . .IGR b.
Glock, Charles Y. . . . . . .IGR b.
Golden, Harry . . . . .IGR b.
Goldstein, Edward . . . . .AV
Goodman, Mary Ellen . . . . .IGR b.
Gottlieb, David . . . . SEF
Gowan, John Curtis. . . . . . . .DO
Greenberg, Norman C. . . . .IGR c.
Greene, Bert I. . . . . .DO
Gregory, Hugo H. . . . . .HC
Grevious, Saundrah Clark. .IGR c.
Grier, William H. . . . . . .IGR b.
Griffin, John Howard. . . . .IGR b.
Halliburton, Warren J. . . .IGR c.
Hanline, Alan L. . . . . .OE
Harris, Albert J. . . . . DRR
Havighurst, Robert J. . . . . . SEF
Henton, Comradge L. . . . . . CD b.
Herndon, James. . . . . . . .IGR c.
Herriott, Robert E. . . . . . . .AO
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Jaffe, A. J. . . . . .IGR c.
Jensen, Arthur R. . . . . . .IGR b.
Johnson, Kenneth R. . . . . . . PIE
Johnson, Orville O. . . . . . . .PE
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Kapfer, Philip G. . . . . . . CD a.
Katz, William L. . IGR a.,IGR c.
Kaufman, Jacob J. . . . . .PIE
Keach, Everett T., Jr., Ed. . .SEF
Kenworthy, Leonard S. . . . . IGR a.
Kerber, August. . . . . .SEF
Killian, Lewis. . . . . IGR b.
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Kirk, Samuel. . . . . .CD a.
Kloph, Gordon J. . . . . .PIE
Kohl, Herbert R. . . . . . . PD,PIE
Kontos, Peter G. . . . . .PIE
Kozol, Jonathan . . . . GR
Kraus, Richard. . . . . IGR b.
Krumboltz, J.D., Ed. . . . . . . GR
Lesser, Gerald S. . . . . PE
Levine, Daniel U. . . . . .PIE
Liddle, Gordon P. . . . . .PCI
Lincoln, C. Eric. . .IGR a.,IGR b.
Lohman, Joseph D. . . . . .PIE
Love, Harold D. . . . . HC
McCabe, Alice . . . . .SEF
McCarthy, Agnes . . . . IGR a.
McGeoch, Dorothy M. . . . . . . .PIE
Mack, Raymond W. . . . . . . IGR b.
McLeod, Pierce H. . . . . .DRR
McManus, Edward J. . . . . . IGR a.
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Moynihan, Daniel P. . . . . . . .PCI
N.A.A.C.P. . . . . IGR c.
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Ojemann, Ralph H. . . . . . . .PE
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Osborn, Peggy Adams . . . .IGR a.
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Rider, Gerald S. . . . . . . DRR
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